

Chuckleberries Pre-School

Inspection report for early years provision

Unique reference number EY261747
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Inspector Christine Clint

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Chuckleberries Pre-school registered in 2003. It is a community pre-school managed by a parent committee, and offers sessional care for 24 children from two years to under five years. The pre-school has use of the village hall in Bury, which is a small rural village near Pulborough, West Sussex. Children from the local community and the surrounding villages attend. They have access to a large hall, a smaller hall, kitchen and toilet facilities. There is a small, secure outdoor play area and a larger nearby community playing field, with permanent outdoor play apparatus.

There are currently 17 children from two to under five years on roll. This includes 10 children in funded educational places. At the time of the inspection 12 children were present. The setting can support children with special needs and those who speak English as an additional language.

There are five regular members of staff working part time on various days of the week. All staff have, or are working towards a qualification in early years childcare and education. The pre-school is open from Monday to Friday between 09.00 and 12.30 during term time for 46 weeks of the year. There is also a sessional holiday club for children in the same age range, which operates during some school holidays. The children attend for a variety of sessions. The setting receives support from the local early years department.

Overall effectiveness of the early years provision

The pre-school supervisor and staff show a strong ethos of care and commitment because they have a competent understanding of meeting the individual needs of all children and of providing a good variety of regular opportunities for children to develop and make progress. There is consistent support from the parent committee to enable the pre-school to meet the regulatory requirements; although some procedures are not fully robust and not all staff records are immediately available.

Very effective methods have been introduced to provide parents with daily information and many new ideas and procedures have been implemented, to maintain safety and to provide extra play facilities. All these improvements show clear evidence that continuous improvement is a priority and that the supervisor and staff are frequently evaluating the daily provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide all records to show all staff suitability and ensure that effective systems are maintained and are available for inspection
- ensure that there is a clear procedure to be followed in the event of any allegations against staff and that this includes the prompt involvement of relevant agencies as stated in the statutory guidance

- continue to involve parents and other carers in children's progress and link with their learning at home.

The leadership and management of the early years provision

The supervisor and staff and have not formally completed a written evaluation of the provision but they have clearly assessed safety and opportunities for children. Improvements have been introduced to ensure that children's collection routines are more easily managed and safely followed. Definite progress has also been made with the planned outside area, which is now fully secure and almost ready for children to choose indoor or outdoor play.

The newly introduced journals for assessing children's progress have been sent home to parents and this regular inclusion in their child's learning is now beginning. Parents support the pre-school by forming the committee, they have close connections in the community and they are welcomed frequently. There is excellent written information displayed at the end of every session for parents to enable them to know exactly what children have been doing throughout the session and to provide opportunities for ongoing dialogue.

The organisation of the setting is in place and the supervisor and staff are soundly aware of the requirements of the Early Years Foundation Stage, in respect of safeguarding children and providing a wide variety of learning experiences to promote their development.

The quality and standards of the early years provision

Children's daily care currently follows regular routines to ensure that new, smaller children attending can feel secure and settled. There are also many opportunities for movement and for using physical play equipment for longer periods, as this also meets the needs of the smaller children. Staff often introduce spontaneous activities to provide wider learning opportunities, for example, a local nature walk which enables children to see and talk about everything around them. They collect items and name these, they make pictures or talk about what they have found. Children learn about road safety whilst walking and respond very well to staff instructions. They also remember how to behave if they meet any dogs, because the supervisor explains clearly and encourages them to stand still.

Children choose activities and move freely for most of the session, they often take the lead in role play games and staff follow. They are reminded of the rules every day at a short group time and they are learning to repeat these and remind each other. They are asked to help with putting away the play equipment and they are beginning to take responsibility for this. Children can decide when to have snacks, they know when snack time has begun and they have a choice about continuing with their play. They are offered healthy food, and drinks are available throughout the session. Children learn to pour their drinks and use knives to spread their crackers, they have help and support when needed. They are all learning about hygiene because they wash their hands before eating and after outside play.

Children can choose from a wide selection of story and picture books, many books show pictures of other parts of the world, with different animals or children and families from other nationalities. These are all available during the session and each child has a book bag and can take stories home to share with parents. The pre-school encourages parents to write their comments on how children have enjoyed the pictures or the story. Children also listen to a story whilst eating their lunch and they answer questions readily at the end; staff widen the discussion to link with their own activities or learning.

Children show competent skills in managing the computer because it is available every day and they have frequent practise. They take part in singing and learning the words to new songs. They count during every day routines and learn to recognise their own names. Children have a broad range of increasing abilities and they are praised for achieving.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that require the provider to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.