

# The Chesterfords Pre-School

Inspection report for early years provision

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**Unique reference number** 403973  
**Inspection date** 22/06/2010  
**Inspector** Sandra Daniels

**Setting address** The Chesterfords Community Centre, Newmarket Road,  
SAFFRON WALDEN, Essex, CB10 1NS

**Telephone number** 01799 530665

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Chesterfords Pre-School is run by a management committee. It opened in 1980 and operates from the community centre in the rural village of Great Chesterford. The pre-school has a fully enclosed garden for outside play. A maximum of 30 children may attend the setting at any one time. The pre-school is open each weekday from 9.15am to 12.15pm during term-times. The setting also operates a lunch club which runs until 1.15pm on Tuesdays and Wednesdays. Lunch club encompasses a planned physical activity for each session and encourages the development of children's social skills as they share a meal together. There are currently 49 children on roll, coming from the local area and surrounding villages. The pre-school employs six members of staff, all of whom currently hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group receives support from the Local Authority and the Pre-School Learning Alliance (PSLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this setting where staff clearly recognise the uniqueness of every child. Support is given to all children so none are disadvantaged. They are happy and confident in their surroundings, feeling comfortable and secure enough to make choices and decisions about their care and learning. Children learn independently and actively and develop high levels of self-esteem. Staff are working hard to develop some processes and to support children to learn through real-life experiences. Excellent relationships between adults and children, help children to succeed in this friendly environment. Rigorous monitoring, evaluation and self-challenge enable the setting to devise well targeted plans for improvement.

## What steps need to be taken to improve provision further?

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

- develop further the systems for recording observations and assessments in order to present a unified approach and to clearly identify each child's next steps in development
- develop further the links with the community, for example, local visits and additional visitors, in order to increase opportunities for supporting children's learning through real-life experiences.

## **The effectiveness of leadership and management of the early years provision**

Children are very well safeguarded by adults who are all suitably checked, well trained and highly experienced. Children begin to develop the skills and knowledge required to keep themselves safe as they receive gentle reminders from staff about safe behaviour during play. Accidents, injuries and the administration of medication are all appropriately recorded to protect children. Risk assessments are robust, regularly reviewed and are effective in eliminating and minimising potential hazards to children. Those in charge are clearly focussed on helping all children to make good progress and to reach their potential. There is a strong culture of collaborative working between a staff team with a common sense of purpose. All recommendations from the previous inspection have been addressed in full and it is clear that standards are raised, leading to higher achievement levels for children. All required records and documentation are well maintained and policies and procedures are implemented well in practice. The use of space within the setting is very well considered. Children are well supervised as there are high adult to child ratios.

Great efforts are made, and thought given, to establishing and maintaining excellent partnerships with parents and carers. Key persons are involved from the start of each placement and detailed information is gathered in order to formulate an initial assessment of what each child already knows and what they can already do. Parents receive exceptionally good quality information about the early years provision. They are well informed of their child's progress and achievements and are encouraged to become fully involved in supporting learning and development. Many parents and carers are heavily involved in the day-to-day running of the pre-school. Clearly, their views are valued highly and contribute towards the improvement process. Some partnerships in the wider context are well established and making a strong contribution to children's achievement and well-being. Communications effectively take place between providers and partners supporting individual children to ensure that information is shared.

Adults clearly value the diversity of individuals and communities and ensure that all children are integrated fully into the setting and achieving as much as they can. Children are encouraged to understand differences in ability, culture, features etc. through routine activities and planned activities using resources depicting diversity. Any need for additional support is identified at an early stage and children's progress is monitored to make sure there is no under-achievement among individuals or groups who could be doing better. Equality and diversity threads itself through every part of the life of the setting. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to do to improve. As a result, actions taken have had an outstanding impact on bringing about sustained improvement to the early years provision. Leaders are exceptionally successful in inspiring the staff team to work towards meeting ambitious targets and high expectations and standards are embedded across all areas of practice. Morale is very high and belief in the setting's success runs through everyone involved.

## **The quality and standards of the early years provision and outcomes for children**

Children flourish and make very good progress in their learning and development. There is a clear emphasis on learning through play and allowing children to direct and extend their own learning by following their individual interests. For example, after finding a spider in the garden, children use chalks to draw spiders, talking with staff about how many legs they have, what they eat and where they live. Recent interest in the football World Cup competition led to the purchase of a giant soft ball, which children took to the adjacent field to practise scoring goals. All staff have a very good and thorough understanding of the Early Years Foundation Stage and skilfully provide opportunities and experiences which challenge children. Planning, observation and assessments are inclusive and comprehensive, providing clear links to the six areas of learning. Arrangements for recording children's progress are currently being reviewed on order to ensure a unified approach and to clearly identify each child's next steps in learning.

Children show positive attitudes towards learning because it is fun for them. A recent visit to Boydells Farm presented children with opportunities to feed baby lambs and to milk some cows. In the pre-school garden, children learn about planting and caring for plants and flowers. The educational programme is very well organised and children are making significant progress and have good levels of achievement in relation to their starting points. Staff are exploring ideas to increase opportunities to support children's learning through real-life experiences, and plan to make more use of the local community. Very good respect is paid to meeting children's emotional needs. This means that children are then ready to take full advantage of the play and learning experiences on offer. Children share their news confidently at circle times and staff cleverly use these times to reinforce children's learning. Children join in actively with actions to the 'five cheeky monkeys' song, illustrated with puppets.

Very good quality care is given and there is a high level of commitment by staff to implement effective strategies to promote all children's welfare needs. Children remain safe and secure and their behaviour is extremely well managed. They are encouraged to think about the consequences of their actions and older children learn to negotiate and resolve their own conflicts. Children can choose from a selection of fresh and dried fruits at snack times and drinking water is freely available at all times. Children's physical development is encouraged inside and out. They regularly visit the adventure playground across the field from the setting. Here they can gain confidence in their physical abilities as they are encouraged to take small risks in the safe environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met