

# Chase Bridge Pre-school

Inspection report for early years provision

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**Unique reference number** 511685  
**Inspection date** 11/01/2011  
**Inspector** Jennifer Devine

**Setting address** Kneller Road, Twickenham, Middlesex, TW2 7DE

**Telephone number** 020 8892 1242

**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**

Chase Bridge Pre-School registered in 1988. It operates from a self contained portable cabin building in the grounds of Chase Bridge School in Twickenham, in the London borough of Richmond-upon-Thames. The pre-school is registered to care for a maximum of 24 children in the early year's age range at any one time. Currently there are 46 children on roll, all of whom receive funded nursery education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group opens five days a week during term times. Sessions are from 8.45am until 11:45am and 12.30pm until 3.30pm. There is one full time member of staff and four part-time staff working with the children. Of these, three hold an appropriate early year's qualification and one member of staff is currently attending training. The setting receives support from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's uniqueness and individuality underpins this setting. Children are made to feel extremely welcome by a highly dedicated, inspirational team. As a result, children are extremely motivated to initiate their own play and they make excellent progress in their early development. The partnership with parents is exceptional and ensures all adults work together to support and meet children's individual needs. Comprehensive self-evaluation processes ensure the staff frequently review their practice, ensuring improvements are continually considered and guarantee the pre-school offers the highest standards of care and education.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the provision for children with English as an additional language by having displays or lists of home languages, inviting parents to contribute.

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

The setting is led exceptionally well and the steps taken to safeguard children are exemplary. Clear and robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. The staff team are knowledgeable about the Local Safeguarding Children Board procedures and keep up-to-date with child protection issues by attending training on Safeguarding regularly. Staff are deployed appropriately in the setting to ensure children's safety is paramount at all times. Comprehensive risk assessments are in place and daily

safety checks are conducted to ensure high levels of safety are maintained.

The manager's clear vision and ethos for the development of the setting demonstrates a firm commitment to ongoing improvement. Staff share this commitment and have high expectations and a positive approach to work together to ensure the outcomes in children's achievements are exceptionally high. The staff team support each other and make exceptional use of training opportunities to increase their knowledge and cascade new learning to the setting to ensure that ideas are considered and implemented. Self-evaluation is accurately recorded and used effectively to review practice and target areas for development. Staff are kept well informed and are included in the decision making process. Each member of staff has particular responsibilities such as roles for special educational needs and roles for supporting children with medical and dietary needs.

The setting is very well equipped with a good range of safe and suitable furniture and equipment. A warm and welcoming environment means that children settle quickly and are eager to come into pre-school. Very good organisation of the space, both indoors and outdoors together with excellent use of the play resources actively promote and encourages children's learning. Children's independence is full promoted as they can make choices about their play and can choose to go outdoors during the session as they wish.

Staff have an exceptional knowledge of each child's background and needs. Home visits are arranged before children start the pre-school and this enables the key carers to get to know the child and family and help to create a smooth and calm settling-in time. The whole staff team have an excellent understanding of the Early Years Foundation Stage, they are extremely confident in delivering the curriculum and supporting each child's learning. They have developed effective planning methods which takes into account each child's needs and interests exceptionally well. Observation and assessment methods are well developed and clearly identify children's achievements and their next steps of learning.

Staff have a strong commitment to inclusive practice within the setting. They are fully aware of children's individual needs and preferences and actively encourage all children to take part in the activities on offer. Staff ensure children with additional languages are supported and obtain some key words to help children settle. They use Makaton signing to support and complement communication with all children. The setting has welcome signs in other languages but has not as yet, included other languages in signs or labelling around the pre-school. Children with special educational needs and/or disabilities are integrated fully into the setting and given full support by the staff as required.

The pre-school has effective links with other agencies to provide support for individual children and have an excellent relationship with the school to help with the transition process. The pre-school offer other early years carers such as childminders the opportunity to share newsletters to enable them to develop partnership working. There are excellent systems in place to develop effective partnerships with parents. They are made to feel extremely welcome in the pre-school. Parents are invited to a new parents evening prior to their child starting and this enables them to get to know the staff team. More formal parent meetings

are held twice a year to enable parents to discuss their child's progress in depth and staff are always available at the beginning or end of the session to discuss any issues. Parents are welcomed to see their child's learning journeys as they wish. There is a strong ethos from parents to support the pre-school and they regularly help in sessions. The setting has clear guidelines of the helper's roles and responsibilities and this enables them to be fully effective and supportive. Parent's comments include exceedingly positive feedback, indicating that they are extremely happy with the care and education offered. Parental feedback is sought for the pre-school in the form of questionnaires and suggestions are considered and some put into practice.

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

Children make excellent progress because of the high quality teaching, comprehensive assessment and the staff's genuine interest of children's successful achievements. Children enter the pre-school enthusiastically and settle very quickly. They are familiar with the daily routines and on arrival they find their names on the coat pegs and hang up their coats and bags. They look for their name cards and place them on the board and sit together for circle time. Each day a child is selected as the pre-school helper and given responsibilities during the session. All the children sit patiently and eagerly to see if it is their turn and relish their time in this role. The group discuss the days of the week and the weather and sing their welcome songs. During the time children are reminded about the rules of the pre-school and any other information they need to know. Staff take the opportunity to introduce any visitors to the setting so that children are aware of anyone new and thus protect their overall safety.

Children's independence is promoted and they are accustomed to making their own decisions as they make choices from the wide range of resources, both indoors and outside. Staff plan a well-balanced curriculum that includes adult-led and child initiated play. Staff observe children's play and intervene when they can clearly see children need some support with a task. They also sit with groups or individual children supporting and extending their learning. Children's personal, social and emotional development is highly supported and each child takes part in regular small group sessions to develop their confidence and self-esteem. Staff plan activities and games in these sessions to give children opportunities to develop effective learning skills such as turn taking, listening and developing their vocabulary for communication.

Children engage in free flow movement to the outdoor environment for most of the session and they thoroughly enjoy this freedom. The garden is exceptionally well resourced where children can investigate and explore the natural environment. They enjoy a digging area and searching for worms in the mud. They take part in growing vegetables in the garden, helping them develop an understanding of the process of growing and the importance of looking after the plants. Children develop their coordination skills as they enjoy games such as playing hockey together and access the sand or water play. Children use the school playground to play on the tricycles and use the school fields for climbing

and running games, developing their physical skills and benefitting their health.

Children's knowledge of the wider world is supported well as the pre-school plan many events over the year to explore different festivals and beliefs. There are lots of opportunities to discuss differences in group times and staff explore feelings with children and use story sacks to support this learning. Children and their parents are encouraged to share photographs with the pre-school who have developed a 'photo's from home' board where family photographs are displayed. This enables children to develop a sense of pride, together with providing lot of opportunity for discussion on similarities and differences.

Children are developing their skills for the future as they learn to use the pre-school camera independently and have access to the computer. Children are skilled in their mouse control and can follow simple programmes. Children have lots of opportunities to develop their writing skills and are encouraged to write or attempt to write their names on their pictures. Staff remind children to find their name cards so they can copy the letters in their name. Lots of opportunities are freely available for children to count and develop their early problem solving skills. Children enjoy games where they count how many and they learn about numbers as sing songs such as five currant buns.

Children thoroughly enjoy creative activities and design their own pictures of animals using various materials. Children are encouraged to develop a love of books and enjoy sitting in the book area looking at books together. They particularly enjoy looking at the books that they have made of their time at pre-school and talk about the photographs showing the recent snow fall. The staff plan a weekly story where each day the same story is told, but in different ways to develop their interest and extend their thinking. Props are also used to develop the children's imagination and to encourage them to retell the story in their own interpretations.

Children are developing healthy lifestyles as they show exceptional understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with a variety of fruit or vegetables for snack time and water to drink. The helper of the day helps to cut up the fruit with a friend and then they ring a bell to let everyone know that the fruit bar is now open. As well as the children having daily fresh air the children participate in weekly sessions in the school hall to develop gross motor skills. Staff talk to children about the importance of warming up their muscles before exercise and children learn about the affects of exercise on their bodies. At the end of the physical exercise children are encouraged to put their hands on their chests to feel their heart beating and they talk about how this helps to keep them healthy.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the pre-school safely, confidently and independently. They learn rules of the pre-school such as why they must not run indoors and the importance of using scissors safely, for example. Children's safety is further promoted by staff's excellent understanding of appropriate supervision levels, both inside and outdoors. Children are very secure and self-assured as they

are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly. The pre-school have had visits from road safety clubs to develop their awareness of road safety and the importance of staying with an adult when out walking.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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

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### Outcomes for children in the Early Years Foundation Stage

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

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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