



## Chapel Lane Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	148643
<b>Inspection date</b>	28 September 2006
<b>Inspector</b>	Jean Mary Andrews
<b>Setting Address</b>	Spencers Wood Pavilion, Clares Green Road, Spencers Wood, Reading, Berkshire, RG7 1DY
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<b>Registered person</b>	Chapel Lane Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Chapel Lane Pre-School Playgroup first opened in 1978. The group operates from rooms in Spencers Wood Pavilion in the rural village of Spencers Wood. A maximum of 24 children may attend the preschool at any one time. The pre-school is open each weekday during term times only. Sessions are from 09.30 to 11.55 each morning. Afternoon sessions are held on Monday, Wednesday and Friday from 12.30 to 14.55. All children share access to a secure outdoor play area.

There are currently 30 children, aged from two to five years, on roll. This includes three and four year olds in receipt of funding for nursery education. Children come from the local area and attend for a variety of sessions. The setting is able to support children with special educational needs and English as an additional language.

The pre-school has a voluntary committee and employs six staff. Of these, four staff, including the supervisor hold an appropriate early years qualification. One staff member is working towards a suitable early year's qualification. Six staff hold suitable first aid qualifications. The pre-school has close links with the local primary school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a well organised and clean environment where they follow and learn good hygiene practice because of the good role models set by the staff. For example, washing hands after using the toilet and before eating snacks.

Daily physical exercise is encouraged, children move freely around the rooms and outdoors. For example, dressing up, colouring butterflies and riding bikes outside. Children attending the pre-school are encouraged to rest and relax before snack time, and listen to stories before collection. This helps children understand the need for regular exercise and rest as part of a healthy lifestyle.

All staff hold a current first aid qualification so are able to administer first aid in the event of an accident. However, the first aid box is not complete.

Children benefit from a healthy diet and are encouraged to pour their own drinks at snack time. They can ask for water throughout the session, this prevents them from dehydrating especially in warm weather. The staff take into account the wishes of the parent's to provide nutritious snacks, for example cheese crackers, that meet the children's dietary and religious requirements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy their play in a safe and secure environment, where they move around safely, freely and independently. The staff identify risks and hazards effectively, for example, a secure fence and gate with padlock is in place, ensuring children's safety from the local play park. The front door is always locked and visitors have to knock to gain entry and sign in the visitor's book.

Children have easy and safe access to a wide range of resources and equipment, which meet safety standards. Space is used very well ensuring that children are freely able to use all activities and resources and have a high level of adult support and supervision at all times. The staff consistently apply comprehensive policies and procedures to safeguard and promote the welfare of the children. All staff hold current first aid certificates. All staff have a good understanding of child protection procedures.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy, relaxed and confident. They relate very well to their peers, staff and visitors. Children are involved in a wide range of activities during the day, for example, listening to stories, drawing around numbers and letters to make a car number plate and physical movement riding bikes and scooters. Staff's planning allows children free play at the beginning of the session, after registration and at large group time where children can extend their social skills.

A very well organised environment enables children to have easy access to toys, activities and equipment and to develop their independence. Children receive very good support from the staff therefore assisting them to develop to their full potential.

### **Nursery Education**

The quality of nursery teaching and education is good. An effective curriculum is in place owing to the staffs good knowledge of the underlying principles of the stepping stones and the Foundation Stage. This gives children the opportunity to make progress towards the early learning goals.

Children are becoming confident speakers, they engage readily with peers and adults in conversations and enjoy the opportunity to talk about their special toy at show and tell time. They take part in pre-reading activities such as recognising their name, letters and numbers. Children can mark make on a daily basis if they choose.

Children count in practical situations, for example, counting the number of children sitting at snack time. Staff provide opportunities to extend children's subtraction number skills through everyday activities such as, singing songs, for example five fat sausages.

Children are learning about the time of day through the daily routine, for example, show and tell time, snack time, tidy up time and story time. They are learning about their environment through a plan of their village, and discussing the day of the week, time of the year and the weather.

The children move about confidently and freely around the rooms and have a good understanding of spatial awareness. They take part daily, in outdoor physical activities for example riding bikes and scooters.

Children use different mediums such as play dough, painting and sand. Children's imaginative skills are developing through role play, small world activities, singing, dancing and creative activities.

Staff undertake observations of all the children and use these to update the children's progress diaries. However, the children's record keeping does not always include outcomes for areas of learning. Staff support and interact very well with the children which contributes positively to their learning and development. Staff use effective techniques for reinforcing children's learning such as small group time and questioning.

Staff encourage the children's confidence and self esteem, through encouragement and praise of their efforts and achievements.

### **Helping children make a positive contribution**

The provision is good.

The staff have a good understanding of equality of opportunity and have a positive attitude towards diversity. Children are treated with respect and are made to feel good about themselves, for example, children being praised when riding bikes around a one way system. Children are encouraged to talk about events from home and things that are important to them, for example the bear that goes everywhere.

The staff demonstrate a very good understanding of caring for children with learning difficulties and disabilities. Children benefit from lots of praise and encouragement and from some basic ground rules which are consistently maintained by the staff. For example, sharing toys and caring for others.

Children have a warm relationship with the staff who are responsive to their individual needs.

The parents are kept fully informed of the pre-school practice ensuring support and considering the welfare of the children. For example, parents have chosen this pre-school for the high ratio of staff, the care and support given to children. The staff encourage parents to participate in their children's time at the pre-school through information about the Foundation Stage. Parents share their experiences and skills with the children and they are welcome to be part of the voluntary pre-school Committee. The staff discuss daily with the parents their children's time at the pre-school and share a progress diary. This is a two way process. The parents are aware of their children's time at the pre-school and it assists the staff in their care of their children.

### **Organisation**

The organisation is satisfactory.

Children benefit from well organised space in the hall and outside area. Staff provide children with a range of play, resources and learning opportunities. Children are independent and move freely around all areas selecting the equipment they wish to use. The very good ratio of staff to children ensures children receive sufficient support to make them feel secure and confident. An effective procedure is in place which ensures confidentiality and parent's are kept fully informed in the event of an emergency.

Most relevant and mandatory documentation is in place and well maintained. However, an appraisal system is not in place, the first aid box is not complete and a complaints book is not readily available.

Through keeping themselves fully informed of current childcare and educational practices, the staff ensure that children in their care develop to their full potential. However, the record keeping system does not always include outcomes for areas of learning and with parental involvement.

The provider meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

Since the last inspection an effective confidential system has been put in place with individual records for accidents and medication. The pre-school has provided individual records for each child, clearly recording accidents and medication administered. This ensures information regarding children's accidents and medication is kept confidential.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure an effective appraisal system is in place for all staff
- ensure a complaints book is in place and readily available for parents to see on request
- ensure first aid box is complete with appropriate dressings.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a system of record keeping to include outcomes for areas of learning and with parental involvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)