

Chanctonbury Playschool

Inspection report for early years provision

Unique Reference Number	113814
Inspection date	13 March 2007
Inspector	Jill Steer
Setting Address	The Old School House, Rectory Lane, Ashington, Pulborough, West Sussex, RH20 3AS
Telephone number	01903 891722
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Registered person	Chanctonbury Playschool
Type of inspection	Integrated
Type of care	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.

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?

Chanctonbury Playschool is run by a committee. It opened in 2000 and operates from the former village school in Ashington. The playschool is open from Monday to Friday each week from 09.00 to 12.00 during term times. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these 18 children receive funding for early education. Children attend from the local area. The playschool currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The playschool employs five members of staff. Of these, four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children in the setting have daily opportunities to enjoy active play both indoors and out. Whatever the weather, children are encouraged to venture outside suitably dressed. Whether wearing wellies or sun cream, the children demonstrate real pleasure in outdoor play. They pedal bikes around, dig in the sand and wash the cars. Children eagerly help fill containers with water from the outside tap, and concentrate hard as they very carefully carry them to the sand pit, balancing them so they do not spill the water. Children enjoy using malleable materials such as dough. They use the tools with skill as they roll and cut out shapes, and use their hands to knead and massage the dough into a variety of shapes.

A healthy selection of fresh and dried fruit and vegetables, cheese and biscuits are available for the children to have at snack time. The organisation of snack time promotes children's independence and self confidence. They take turns to collect the correct number of cups and plates and carry the jugs of drinks to the tables to pour out for themselves. The children help to peel and cut the food, which they then all help themselves to from a serving plate. Staff take this opportunity to encourage friendly discussions as the children eat. They discuss topics such as healthy food, emphasising how appetising the food is to encourage them to eat, and what they may be doing after being at playschool. Drinks are freely available and children can help themselves to water from a jug when they are thirsty.

Children are able to go to the toilet independently and are encouraged to wash their hands afterwards to prevent the spread of germs. They all clean their hands thoroughly before snack time and handling the food, developing good routine practice. Staff attend suitable first aid training to ensure they are able to treat children's minor injuries and to care for them if they become unwell. Parents are expected to keep their children at home if they are ill to minimise the risk of spreading any infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a warm and welcoming physical environment. They arrive happily and settle well, playing in a friendly environment, which is well organised to allow them to move around and play safely. Daily risk assessments enable staff to identify and reduce any potential hazards and ensures suitable precautions are taken if necessary. For example, each morning staff thoroughly check around the outdoor area, clearing any litter or animal deposits so the children can play safely.

There are effective procedures in place for the safe arrival and collection of the children. Staff wait ready to greet the children who find their name cards on a table in order to self-register their arrival. Staff monitor the children going home to ensure they only leave with known adults. Children are encouraged to think about keeping themselves safe as they move around the setting. For example, they are given sensible guidelines and supervision as they carefully manoeuvre lengths of drain pipe to the position they need it.

A wide selection of resources is available which provide children with many opportunities to experiment and learn. The resources are of good quality and well maintained to ensure children continue to play and learn safely. Children choose each day from the selection of activities laid

out for them and can also freely choose additional resources. This ensures children of all ages and abilities are suitably occupied.

Staff have a clear understanding of child protection procedures and know what action to take if they have concerns about a child in their care, which ensures the welfare of the children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy to be at the setting and enjoy choosing what they would like to do from the good selection of activities prepared for them. They are then encouraged to add to the selection with resources of their own preference to enhance their play. Children separate confidently from their parents, showing they have made trusting relationships within the playschool. Staff are using guidance such as the Birth to three matters framework to plan activities for younger children, to ensure they are offered a variety of interesting experiences.

Staff support children well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests. However, sometimes children spend long sessions focussed in one area of play, so do not benefit from all the learning opportunities available to them. For example, a group of children spent most of their time involved in a game within the role play area but missed out on using the computer, digging outside in the garden plot and sand pit and from craft activities.

Nursery Education

Teaching and learning is good. Staff have a sound knowledge of the Foundation Stage curriculum and children are making steady progress through the stepping stones. Observations inform staff of children's progress, enabling them to plan the next stage in learning and development. Children are offered a wide range of activities, which cover all six areas of learning. They include a variety of interesting learning opportunities, which are suitable for each child to become involved, whilst providing sufficient challenge to progress their learning to the next stage.

Children are becoming confident learners as most move between, and readily ask to join in, the available activities. They confidently approach staff to talk to them and ask for help when needed. For example, whilst constructing a water trough with drainpipes running from the climbing frame, across the water tray to a bucket, children ask staff how to stop it slipping and together they use string to hold it in place.

Children handle books carefully, turning the pages correctly from front to back, showing interest and familiarity in their content. Opportunities exist for children to practise mark making, such as having clipboards and pens in the garage car wash area and a well-resourced writing area. However, children rarely use them so do not frequently practise their writing skills. Children are confident speakers and use language for thinking as they engage in conversation with adults and each other. There are many opportunities for children to see and hear how words and letters sound. For example, during circle time they count the syllables in their names by clapping them. Children see and identify words around the setting such as labels, notices and their names as they find theirs to self register.

Children count confidently in a variety of situations during everyday activities. At snack time they collect the plates and cups for the children sitting at their table, and impressively quickly

calculate when they do not have enough, going back to collect enough for everyone. On the computer children choose to play many comparing and matching games which they manage competently.

Helping children make a positive contribution

The provision is good.

Children demonstrate a sense of belonging as they share their own experiences about their families. They are introduced to other cultural traditions than their own through celebrations of festivals, which helps to develop a positive attitude and respect for others. The selection of resources available such as books, puzzles and small world figures allow children to see a variety of people in everyday situations. Children are treated with respect, helping them to feel good about themselves. They show a strong sense of belonging, developing their confidence and self-esteem as their achievements are celebrated by displaying their work or taking it home to share with their families. This positive approach fosters children's spiritual, moral, social and cultural development well.

Good behaviour is encouraged as the staff act as positive role models, they are calm and relaxed as they manage minor altercations. Children are considerate of each other and the staff provide clear explanations of the possible repercussions of their actions

Partnership with parents is good. Staff are available each day to discuss children's progress and they share information with parents through a regular newsletter. A weekly diary is completed and taken home by each child to share details of how the children have spent their time. This allows parents to take an active part in the children's learning by discussing and extending the activities at home. Parents are encouraged to support the setting, offering assistance at events such as car boot sales, sports day and the leavers party. All children are valued as individuals and their needs are understood using the information gathered from parents. The strong relationships and ongoing dialogue between parents and the staff ensures a two way transfer of information, which enables children's individual development and changing needs to continue to be met.

Organisation

The organisation is good.

Children are comfortable and at ease in the playschool because staff create a relaxed and welcoming environment. They are cared for by suitably qualified staff who have been appropriately vetted due to effective recruitment and induction procedures. However, the free flow system and deployment of staff means there are times when children are left unsupervised in the smaller room and can become over excited in their play. A member of staff close by then re focuses their play into worthwhile activities. Policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. However, although children's arrival is recorded each day, the register does not show when they have gone home. Staff have a good knowledge and understanding of child development which enables them to plan appropriately to support children's individual needs.

Leadership and management is good. The management have a high regard for the staff who work together very well as an established team and clear communication systems enable them to provide a well-balanced programme of activities. Individual staff training needs are identified and staff attend various courses when available which provide them with a wide range of expertise and knowledge, demonstrating their commitment to providing good quality care and

teaching. Management and staff thoroughly evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. Staff have good knowledge and understanding of the Foundation Stage curriculum which enables them to plan a well-balanced range of activities in a well organised environment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the playschool were asked to review how children's attendance is recorded, seek written consent for emergency treatment and have access to the local Area Child Protection Committee (ACPC) information.

They were also asked to provide suitable hand washing after painting, adhere to the fire report and include details of the regulator in the complaints procedure.

They immediately set in place an action plan to address the issue and as a result the children's arrival is now recorded but not their departure, staff obtain parental consent for emergency treatment and have obtained access to the ACPC information.

Children were sharing use of a bowl of water for hand washing but now use the hand basins. All fire regulations are complied with and policies have been reviewed and updated so the complaints procedure includes the required detail.

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.

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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):

- accurately record children's arrival and departures
- ensure children are supervised at all times

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):

- further encourage children to practise writing and reading
- ensure children benefit from a wide range of activities covering all areas of learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk