

Chelmondiston Playgroup

Inspection report for early years provision

Unique Reference Number	251442
Inspection date	30 January 2008
Inspector	Deborah Kerry
Setting Address	Woodlands, Chelmondiston, IPSWICH, SUFFOLK, IP9 1DT
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Registered person	The Trustees Of Chelmondiston & District Under 5's
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Chelmondiston Playgroup opened in its current premises in 1992. It operates from a portacabin premises next to the local Primary School. Chelmondiston Playgroup serves the local area.

A maximum of 24 children may attend at any one time. There are currently 26 children from two to five years on roll. Of these 13 are in receipt of funding for early education. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 09.05 to 11.30. Children over three can stay for the lunch which is eaten in the primary school and stay until 13.00. Children attend lunch club in the primary school.

The playgroup employs five members of staff. Of these four hold appropriate early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's individual health and dietary requirements are met very well by staff who have an excellent knowledge and understanding of the groups health policies and procedures which ensures that children's well-being is fully supported. Staff are knowledgeable about children's individual needs and ensure that parents wishes are respected at all times. There is always a minimum of two staff on duty trained in first aid which helps to promote children's health and welfare effectively. The first aid box is checked periodically and any missing items replaced. Effective daily routines are in place to ensure that children benefit from a clean environment. Children are developing excellent personal independence skills. For example, snack is on a rolling plan and children are encouraged to eat when they are hungry and to pour their drinks and to make choices from the healthy options provided. Children are able to manage their own personal care needs independently and are developing an excellent understanding of how they can promote their own health such as washing their hands to remove germs and eating healthy foods at snack time.

Children have free access to the outside play area and are able to choose to go outside at any time during the sessions. Staff also ask children if they want to go outside for physical play. The cosy corner in the book area has mats and cushions to provide a comfortable place for children to rest or sit quietly. Children of all ages are able to take part in a range of activities that promotes their physical development and co-ordination. Daily access to outside large play resources ensure that children are developing their large physical skills well. Staff prepare the outside play area prior to children's arrival with a variety of different resources and equipment to promote their imagination and small physical skills.

Only staff who hold food hygiene certificates prepare snacks and healthy options are provided. For example, they have cheese, cucumber and crackers; drinks are either milk or water which children are encouraged to pour themselves. Staff have an excellent understanding of which children have any allergies or dietary requirements, these are recorded on children's registration forms and are also displayed in the kitchen. Staff sit with children at snack time and chat freely with them to promote their language and communication skills, making snack time a social occasion.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe and secure because staff have an excellent awareness for maintaining safety, minimising hazards and ensuring that the premises are secure. For example, once parents have left, the outside gates are padlocked to ensure that children are unable to leave unattended. The outside play area has both grass and safety surface with large play equipment. There are raised flower beds which enables children of all abilities to access and use safely. Children are able to access the toilets independently, door jams prevent children from trapping their fingers or locking themselves in the toilets. Sinks are at a low-level, liquid soap and paper towels ensure that there is no risk of cross-infection. There is a safety mat on the floor under the sinks which prevents children from slipping in any spilled water.

Children's safety is effectively promoted by documentation and policies regarding the daily checks of equipment and annual risk assessments. At the end of each term all resources and

equipment are cleaned to enhance children's health and safety. There are clear, effective procedures in place for nappy changing which minimises any risk of cross infection and all staff work in partnership with parents to ensure that children's individual care needs are fully supported.

There are clear, effective procedures for the emergency evacuation in place and named staff with responsibilities for different tasks ensuring children's safety is a high priority. Staff take time to explain the evacuation procedures to all children so that when the whistle is blown new children do not become too unsettled. All fire equipment is tested and inspected annually and staff complete a daily checklist before children arrive to ensure that there are no hazards accessible inside or outside. On arrival staff monitor the doors to ensure that children do not leave unsupervised.

Children's welfare is effectively promoted as all staff have a clear and excellent knowledge of the Local Safeguarding Children Board procedures. There is a clear written policy to follow which includes procedures in the event of an allegation being made against a member of staff and local contact details. Staff are aware of the need to keep all information confidential and to record exactly what has been said to ensure that children's welfare is a high priority.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are provided with a stimulating range of resources and activities on a daily basis which fully enhances their overall development. Resources and activities are set out within children's reach which enables them to self-select helping to promote their independence well. Children have free access to a varied range of materials in their art and craft work. Staff have an excellent knowledge of the 'Birth to three matters' framework to support children of all abilities and help them to move on in their development. Children under three are fully supported in their learning as they each have a weekly next step plan which enables them to make excellent progress in their development around the four aspects of the framework. Staff make regular observations on the activities that children are interested and involved with, this gives staff a clear picture of children's progress, for when they start funding for early education. Children have a positive attitude to learning, they are happy, settled and purposefully engaged. Each child is allocated two key workers so that they can make strong attachments ensuring there is always a familiar face to greet them at each session regardless of staff holidays or sickness.

Nursery Education

The quality of teaching and learning is outstanding.

All staff have a thorough knowledge of the Foundation Stage and all work together to plan a range of stimulating activities, as a result children are making excellent progress towards the early learning goals. Staff get down to the children's level and offer appropriate support when needed which enhances children's learning and development. Staff use responsive planning for children's learning based on regular observations around children's individual interests. The key worker system allows staff to get to know children well which helps them to provide appropriate support to children when introducing new experiences. Planning is effective, balanced and shows the area of learning, resources and is clearly linked to the stepping stones which ensures that all children's needs are included and they are able to join in and make excellent progress. Planning includes activities for the inside and outside area ensuring that the whole learning environment is included to enrich children's experiences.

Staff work well as a team and provide a calm, relaxed atmosphere where children thrive. When starting, parents complete a 'children's profile' which informs staff of their child's starting points and enables them to plan activities to move them on to the next step in their learning. Children's next step is discussed with parents so that a joint decision is reached when looking at areas for development, this ensures that parents are fully involved with their child's early education. Staff have a flexible approach to planning, there is a balance of adult- and child-led activities which enables children to learn at their own pace. Children are grouped according to their ages and abilities. There is excellent interaction and questioning by staff which helps to effectively promote children's learning and progress.

Children have excellent social skills, they are learning to share and wait their turn when playing with resources and at snack time. Children have developed strong relationships with each other, they chat freely and play well together. Through positive praise from staff, children are developing excellent self-esteem and good self-care skills. Staff use props effectively when telling children stories, they join in and act out the stories and choose books to take home and share with their parents. Children are able to recognise their own name on arrival and the range of resources in the writing and role play area enables children to develop pencil control and mark-making skills. For example, children write-down requests for food in their 'cafe and when working in the office'.

Children are able to count independently up to six and through playing games are learning to recognise numerals and match them with the number of objects. Children compare shapes for the biggest and smallest and enjoy measuring out the ingredients to make play dough and watch how it changes. Children plant and grow their own vegetables which they pick and prepare for their own snack. Children access calculators, telephones and tills in the role play area and are developing excellent mouse skills by playing games on the computer. Children bring in items of interest for their topic on the weather and are learning about the wider world through celebrating a range of different world festivals throughout the year.

Children access the outside play area at any time during the sessions and are provided with a range of resources to effectively promote their physical development. For example, children ride, climb, jump and run when outside. Children can dress themselves for outside play and are able to make healthy choices at snack time. Children are provided with a wide range of tools and activities to support their small physical skills and the hand-eye co-ordination. Children's creativity is promoted effectively as they have free access to a wide range of materials for their art and craft work. For example, they use card, paper plates, fur, coloured paper and wool for collage; they do leaf printing and make 'lavender sachets'. Children enjoy listening to songs and joining in with singing familiar songs and action rhymes from memory. They experiment with sounds through playing a variety of musical instruments. Children's imagination is given free range as they 'cook and serve different foods in their café and take orders for meals'.

Helping children make a positive contribution

The provision is outstanding.

All children and parents are welcomed into the setting by staff who take time to talk to all parents. Staff work closely with parents in supporting their children, to help them settle and to ensure that their needs are fully supported. Children are provided with a wide range of resources, topics and different foods to try which helps them to develop an excellent understanding of the wider world. The pre-school has excellent links with the primary school and the village community. Staff have undertaken additional training to enable them to fully

support children with additional needs, individual educational plans are prepared in consultation with parents to ensure that all children are able to make excellent progress in their development.

Staff are excellent role models for children, they encourage good manners, give clear explanations on expected codes of behaviour which helps to develop children's understanding of how to behave well. The staff are consistent in their management of children's behaviour which is handled in a calm, sensitive and positive way to enhance and maintain children's self esteem. Children use sand timers to negotiate turns when using different resources, which is a superb example of sharing, turn taking and promotes their independence well. Children take pride in their surroundings as they help with tidying up and sing the 'tidy up song' staff have written. Children's spiritual, moral, social and cultural development is fostered appropriately.

When children start, parents are given all essential information about the pre-school and are made aware of all policies and procedures that are in place. The notice board in the entrance gives information on weekly plans and topics. Parents complete a 'child profile' which enables staff to see where children are in their development so that key workers can tailor activities to meet children's individual needs. Displays on the 'Birth to three matters' framework and a welcome pack informs parents how younger children are fully supported in their progress and development.

Partnership with parents and carers is outstanding.

Displays on the Foundation Stage informs parents how children in receipt of funding for early education are supported. The prospectus gives parents detailed information on the curriculum, the six areas of learning, the early learning goals and stepping stones so they know how their children learn. The open evening provides an opportunity for parents to discuss their child's progress and the next step in their learning which ensures that parents are kept fully informed with their child's education. Parents are kept fully informed of all topics, activities and events within the setting that their children participate in through regular newsletters. Parents are invited to further support their children's early education by joining the committee, helping during a session and by coming in and sharing any talents and by reading stories. Parents views are requested through a questionnaire on what areas they want the funds they have raised to benefit their children. Parents are invited to bring in items to support topics and themes and to share books that their children can select from the library in the entrance. Children's progress records are sent home each term so parents can add to them and see how their child is progressing. A letter is included asking for parents views and input on children's development and the areas they wish for staff to promote in their learning.

Organisation

The organisation is outstanding.

Effective recruitment and vetting procedures ensures that children are well protected and cared for by staff with a good knowledge and understanding of child development. Children benefit from staff who are experienced, the majority are qualified in early years and they all have an excellent understanding of the needs of children. The effective induction procedures in place ensures that all staff are aware of the policies and procedures and are able to implement them, ensuring the efficient management of the setting. Staff are effectively deployed within the pre-school to maintain the high adult to child ratios which promotes the welfare, care and learning of all children. The setting is well organised to effectively provide for children's individual needs.

A training and development plan is in place to promote the continued development and effective practices of all the staff. They work effectively with each other to ensure that children's overall needs continue to be met well. There is a high adult to child ratio which ensures that children are given plenty of support and are able to get the best from their learning. Staff use effective questioning techniques to promote children's thinking and language skills. Overall children needs are met.

Leadership and Management is outstanding.

There are clear aims for children's learning and development outlined in the operational plan. Staff have clear job descriptions which sets out their roles and responsibilities. The staff work well as a team and all share the responsibility for children's learning and development. There are weekly review meetings for planning to ensure that each child's individual needs are met appropriately. Staff work well together as a team and regularly monitor and evaluate their practice to see how it can be developed to enhance children's learning. The operational plan and all policies are regularly discussed, reviewed and updated with regard to any changes in legislation. Staff undertake regular observations on children's interests which are then used to plan the next step in their learning. Children's 'step by step' books are regularly updated to show their progress. Staff are fully supported in their training and attend additional courses to enhance their knowledge and practice. The pre-school have developed excellent relationships with the primary school, older children stay for lunch club in the school which enables them to become familiar with the surroundings for when they start school. The pre-school have completed the quality assurance scheme and have passed all their annual reviews, showing their commitment to monitoring and maintaining their excellent practise.

Improvements since the last inspection

At the last inspection the pre-school were asked to develop appropriate strategies for managing challenging behaviour. There is a clear written policy in place, staff use positive praise and are calm and consistent when talking to the children. Three staff have attended training on challenging behaviour, their knowledge has been shared with all staff which ensures that staff are consistent in managing children's behaviour.

At the last nursery education inspection the pre-school were asked to provide children with further opportunities to use their own ideas and imaginations in art and design. There is a designated area for art and craft and children have free access to a wide range of different resources and materials to create and design using their own ideas and imagination which fully supports their creativity.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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