

Chipping Campden Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	101505
Inspection date	17 January 2008
Inspector	Angela Cole
Setting Address	Old Telephone Exchange, Littleworth, Chipping Campden, Gloucestershire, GL55 6BD
Telephone number	01386 841699
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Registered person	The Trustees of Chipping Campden Pre-School Playgroup
Type of inspection	Integrated
Type of care	Full day 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?

Chipping Campden Playgroup is managed by a committee made up of parents of children at the group. It opened in 1977 and operates from an open-plan building in an old telephone exchange in the North Cotswold town of Chipping Campden. The playgroup has sole use of the room during operating hours. There is an enclosed, outdoor area with grassed and partially-covered patio surfaces. A maximum of 13 children may attend the group at any one time. The playgroup is open on weekdays from 09.00 until 15.00 during term time.

There are currently 21 children aged from two years six months to under five years on roll. Of these, 13 children receive funding for early education. Children attend from the local community and surrounding villages. The staff have experience of supporting children with learning difficulties and/or disabilities.

The playgroup employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a further qualification. Parents assist on two sessions per week on a rota basis. Through its membership of the Gloucestershire Playgroup and Toddler

Association, the playgroup receives support from fieldworkers. The group has links with the local school and church.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children enjoy a wide range of suitable activities that develops their physical skills and promotes a healthy life-style. They play outside each day with large and small equipment to climb, balance, capably control toys on a slope and energetically dig in the raised beds. They go on regular walks, for example, on a nearby hill. They develop good skills with a wide range of small tools and gain independence in toileting, dressing and eating, including the managing of their lunch boxes.

Children learn the importance of good personal hygiene through well planned routines, such as careful handwashing. They thrive because staff follow effective procedures and practices which meet their health needs, including use of protective clothing and stringent, cleaning practices. Those who become ill are well cared for and the risk of catching infectious illnesses is minimised, as parents are aware of the importance of keeping sick children at home. Children receive good continuity of care through the systems for sharing information with parents about accidents and medication.

Children have free access to drinking water and are encouraged to drink milk or water at regular times during sessions so they do not become dehydrated. They gain a good understanding of the value of good nutrition as they select from attractively presented fruits and vegetables that meet their dietary needs. Parents receive sound advice on the content of packed lunches so their co-operation contributes significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children's play environment is safe and secure as staff make thorough daily checks for potential hazards and take highly appropriate steps for safety. Risk assessment for premises, outdoor area and outings is touched upon in several policies and parents' notices, though this is not comprehensive nor systematically reviewed. In practice, staff carefully monitor access points and collection procedures to ensure children do not leave without appropriate supervision. The children play with accessible equipment and good quality toys that are well maintained and highly suitable for their age and stages of development.

Children learn to take responsibility for their own safety as staff give clear explanations about potential hazards. They discuss the dangers of hot and cold taps and keep themselves safe outside on slopes. They learn to look after their partner when on outings and holding the group's rope. Staff are trained in first aid and child protection and are aware of how to put the local child protection procedures into practice. This knowledge is underpinned by comprehensive policies and procedures to support them to take appropriate action in the event of any concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages have access to a wide range of experiences and well-resourced activities both indoors and outdoors. They have good opportunities to choose from the clearly labelled resources and effectively play individually, in small groups and in whole group situations. Their development is closely monitored using the staff's understanding of the Birth to three matters and Foundation Stage frameworks so that activities are provided to support their progress in particular areas. The children become deeply involved in the play which they develop for themselves supported by skilful adults. They enjoy warm, sensitive interactions with staff and, for the younger children, this is particularly effective in developing their confidence and language skills. For example, children suggest different words for a tractor song and explore sheets of cellophane to see the world changing colour and make a sound similar to 'crunching leaves'.

Nursery Education

The quality of teaching and learning is good. Children participate enthusiastically and make good progress towards the early learning goals in all six areas of learning. This is because staff have, overall, a good understanding of the Foundation Stage. They observe them closely and link competent assessment to planning that is focused on their needs and interests. Children make good use of their time indoors and when their group goes outdoors; most are responsive as group times are announced, though some wish to continue with their chosen activities. Staff use effective teaching methods based on self-chosen play and a good balance of child and adult-initiated activities. The children are skilfully challenged to extend their learning, for example, to count the bricks of the tower they have built. Staff consider their individual requirements in daily discussions and note extending ideas, such as offering large scale painting and menus or bills for writing to children who are keen to write their names.

Children develop good communication skills. They learn many new words, including 'pineapple', and confidently suggest rhyming words, such as 'two' for 'blue'. Children respond well to strategies to help them listen and enjoy sounds, including fun rhymes such as 'Willaby wallaby'. They enjoy discussing pictures, often 'read' books to themselves and are keen to use reference material on display, for example, about numbers. They confidently use one-handed tools to make marks, trace their names and enjoy 'writing' letters to post. Children show keen interest in numbers. They say many number words in their play, for example, asking where two stars have come from. They confidently compare and count objects in routine and play, including five pieces of fruit for their snack. They correctly use many shape and position words, for example, when creating a 'semicircle' of mats and shaking instruments 'up' and 'down'.

Children are very curious and closely examine many objects and materials, investigating melting ice and explore cooking ingredients for saltdough. Through extensive use of construction materials, children enjoy building their own designs. They show good interest in technology to competently use a camera, computer and listening centre to extend their learning. Children often recall significant events, including a recent snowfall, and effectively learn about special occasions, such as Diwali, through story, crafts, foods and movement to music. Children's creativity is highly valued as they explore through all their senses. For example, they eagerly taste and describe the texture of cauliflower florets they have grown and notice changes when multicoloured ice melts and forms black water. They use extensive imagination in their role-play, representing a pepper grinder with a shaft and sliding block and story-telling, for example about 'a plaster on a dog's scratch'. Children enthusiastically respond to rhythms as they paint

to music and tap out their names. They are highly absorbed in group mime, for example, moving as clothes from a washing machine.

Helping children make a positive contribution

The provision is good.

The children settle well to gain good self-esteem. All are well included and their differences valued, for example, through detailed pre-care discussion with parents. Staff know the children very well and care for them as individuals, acknowledging their feelings and offering effective reassurance. Children have good opportunities to make decisions and benefit from equal access to all activities. Staff make sure that the resources positively represent children who attend, as well as individuals from the wider community, so children are supported to develop a positive attitude to others.

Children with learning difficulties and/or disabilities are very well supported in close liaison with their parents and other agencies. Children's behaviour is managed sensitively and consistently following the clear, written policy. Good behaviour, such as turn taking, is valued and encouraged through continuous praise. Staff's calm, role modelling and their suggestions of phrases effectively help children to manage their own behaviour, such as sharing. Spiritual, moral, social and cultural development is fostered.

The children highly benefit from the staff's communication with families that effectively contributes towards meeting their individual needs. Partnership with parents is good. Parents receive accessible information about the group and curriculum that includes a comprehensive prospectus and personal copies of the group's policies. Though parents are not actively encouraged to contribute to the children's records, they are well informed about children's achievements and progress through daily conversation and home-playgroup books.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's well-being and education are effectively supported by staff who are suitably qualified and experienced. Good deployment of generous ratios of staff and parent helpers ensures that children receive plenty of time and quality attention from all adults in the setting. The comprehensive, operational plan is highly effective in practice. This ensures that sessions run smoothly and children benefit from flexible routines that make the most of spontaneous opportunities for development and learning.

All legally required documentation and records are securely in place. The playgroup's policies are detailed and fully support staff's procedures to promote the health, safety and care of the children. There are sound methods for appointing and vetting new staff, though there is no system in place to check the ongoing suitability of adults who work in the setting. The group has sheets to set up a log for any complaint is set up to include the necessary information.

Leadership and management are good. The parent committee is supportive so that staff move on in their professional development and can focus on the children. The leader shares her strong direction and clear aims for the group. She is passionate that children's learning experiences should be positive and provides good examples of effective practice. The staff work well together as teams and are continuously monitoring children's learning to seek ways

to further improve the provision. The group is highly committed to promoting an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection required the setting to keep accurate registers and extend the group's safety policies. Recommendations were made concerning staff support for children's intellectual capabilities, the support for children with additional needs and requesting parental permission regarding health care. The times of children, staff and visitors attendance are clearly recorded so the organisation of the children's care has improved. The group now has a lost or uncollected child policy and has extended the child protection policy to include procedures in the event of an allegation being made against staff. As a result, the provision for children's safety has been enhanced. Staff now effectively support all children and provide individuals, including those with learning difficulties and/or disabilities, with opportunities and first-hand experiences to extend their development and learning. This has improved the children's care, learning and play, including for those with additional needs. Written permission is now requested from parents for seeking emergency medical advice or treatment so that children's health is more effectively supported.

The last nursery education inspection required the group to develop the quality of teaching, including assessment and planning, to review the provision for mathematical and creative development and to extend the partnership with parents. Staff now regularly implement strategies to review their practice. They are well informed about what children might learn from specific activities so they offer effective support. They have developed planning that is based on the assessment of children's progress and provides sufficient challenge for all. As a result, the curriculum includes effective opportunities for children to solve problems, calculate, design and create in ways that are not adult directed. Parents receive helpful information about the Foundation Stage and the curriculum so they may contribute more effectively to the children's learning.

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):

- record risk assessment on the premises and for outings identifying actions to be taken to minimise identified risks
- ensure that there are effective procedures in place for checking the ongoing suitability of staff to work with children.

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):

- review the routine and access to indoor and outdoor resources to extend children's concentration and opportunities to become independent learners
- encourage parents to actively contribute to children's records of assessment about their activities in the group and at home.

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