

# Chafford Hundred Pre School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	204346
<b>Inspection date</b>	16 October 2007
<b>Inspector</b>	Janette Elaina Lockwood
<b>Setting Address</b>	Clifford Road, Chafford Hundred, Grays, Essex, RM16 6BZ
<b>Telephone number</b>	01375 480222
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Chafford Hundred Pre School
<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?

Chafford Hundred Pre School Playgroup is run by The Trustees of Chafford Hundred Pre-school. It opened in 1993 and operates from two interlinked demountable buildings in Chafford Hundred. A maximum of 50 children may attend the setting at any one time. The group is open each weekday from 09.00 to 11.45 and 12.00 to 15.30 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 154 children aged from two to under five years on roll. Of these, 61 children receive funding for early education. Children come from a local catchment area. The setting currently supports a small number of children with learning difficulties and/or disabilities and also supports a small number of children who speak English as an additional language.

The nursery employs 17 members of staff. Of these, 11 hold appropriate early years qualifications and six are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for in a very clean, comfortable and welcoming premises where staff follow safe cleaning procedures and maintain a good level of cleanliness to help minimise the spread of germs in the setting. The staff keep confidential accident and medication records, have first aid resources ready to hand and several staff have current first aid certificates to ensure children who are ill or have an accident are cared for properly. Sick children do not attend which helps prevent the spread of infection. Children are encouraged to use the bathroom independently but can ask for help when needed and are developing some self-care skills, for example, they understand about washing their hands after using the toilet and before eating.

Children receive a good range of nutritious and healthy snacks during the session which includes a fresh fruit salad made from fruit bought in by parents which is properly prepared by staff. This is generally followed by a piece of toast to help hungry children feel satisfied. Children bring their own drinks from home in have their own clearly labelled container and there is always fresh drinking water available for children to help themselves. Children sit together for snack time and staff often talk to them about the foods they eat helping them to understand the importance of a healthy diet.

Some staff have undertaken basic food hygiene training so they understand how to prepare and store food appropriately. They find out about and discuss dietary needs and special requirements with parents and display any particular food requirements in the kitchen so all staff are aware. This helps children to keep healthy and have their individual dietary needs met.

There are good opportunities for children to benefit from fresh air and develop their physical skills. Children use the garden which surrounds the premises whenever the weather allows, this includes using the garden in light rain, snow or windy weather. In the garden they ride sturdy bikes and scooters confidently, practising their skills in steering and pedalling. Children like to use the balls to kick them to one another or to aim for a goal or throw it up into a net and staff encourage their catching and throwing skills.

Indoors the children are offered interesting opportunities to develop their physical skills, for example, following a range of movements to songs which help them stretch up or curl up small or move individual parts of their bodies in particular ways.

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

The provision is good.

Children play and learn in a well-maintained and secure environment. Parents have access to the setting at the beginning and end of the sessions via a door to each of the two rooms but the tall outside gates are locked during session times to help keep children safe.

There is adequate space for the children in the two rooms so they can benefit from several activities taking place simultaneously. This is more so in the room for younger children as they have a room specifically for messy play. Staff take positive steps to ensure children's safety at all times and to minimise risks and a risk assessment is carried out daily of all the areas used which means that children move around freely and safely. However, sometimes the door to the adult toilet and to the kitchen area is left open so children could possibly wander in. In these areas there are potential hazards to children so they may not be safe.

The staff plan and carry out suitable emergency evacuation procedures, leading the children outside and calling the register. They take the children's contact details with them in case of a prolonged evacuation and children are beginning to understand the importance of following the procedures without question.

A good range of outdoor play equipment is available for the children and there is a grassy area and an all weather surface available, in addition, a static gazebo has been added outside to provide shade for the children. Both rooms are well equipped with a wide range of play equipment and resources and the rooms are decorated with posters, displays and children's work to make them welcoming.

Staff encourage children to learn some ways in which they can keep themselves safe, for example, talking to them clearly about walking sensibly to avoid slipping or falling over. During activities, such as cooking or preparing food the children may use utensils such as knives, so staff talk to them about using them safely, the dangers they can present and monitor the children closely.

The manager and staff have a good awareness and understanding of child protection issues. There are clear written procedures in place which are consistent with the Local Safeguarding Children Board and a statement in the prospectus so parents are aware that there is a policy. The manager ensures that procedures are up to date and that staff understand their responsibilities and attend appropriate training. This helps safeguard the children and promotes their welfare.

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

The provision is good.

Children are happy, relaxed and confident during play, enjoying a good range of interesting, challenging and age-appropriate activities which are fun and support their developing needs. For example, they relish playing with foam in a tray, making pictures with their fingers or clapping their hands together to make it 'snow'. They have plenty of time to engage in free play and make choices about what they play with from the available resources.

Staff use a key person system which works well in practice and ensures that they get to know children properly through observing them and evaluating how they are progressing in their development. The daily routine is clear, well organised and planned according to the children's capabilities. The children are interested in what is available and take part eagerly because staff put thought into the organisation of activities. For example, children play with fire engines and other related small world toys with a member of staff who puts photographs of fire fighters and engines on the wall to encourage their developing language skills.

Children's work is valued and displayed giving them a sense of achievement. They take some work home to share with parents, samples are in their record books and used to illustrate their development. Staff have adopted a clear system to record children's progress and note significant observations which are transferred to the children's folders.

Children receive good individual support, reassurance and cuddles and have developed secure relationships with staff who are responsive and aware of their needs. This increases children's sense of well-being, trust and belonging.

There is planning in place for children under three years and staff have an understanding of the 'Birth to three matters' framework, taking account of children's individual learning needs and identifying their next steps through valuable observations. Children's record folders are regularly shared with parents so they can see how their child is developing.

## Early Education

The quality of teaching and learning is good. Children are making steady progress across the six areas of learning and achieve well because staff are skilled and use their knowledge and understanding of the Foundation Stage effectively. Staff identify children's progress and assessment is clearly linked to the stepping stones with their folders containing photographs, observations and evidence of children's drawings. This helps staff to plan appropriate next steps in children's learning.

Staff take turns to write up the plans so they take ownership of them and they constantly check the plans throughout the session to ensure they are following them. The plans are written on a large scale sheet of paper to ensure there is plenty of room for all the information and staff evaluate their planning everyday to find out what has worked well and to help inform the next plans.

Staff demonstrate a good understanding of how children learn through practical and purposeful activities giving them time to explore and experiment. For example, the staff arrange an activity where children make butter cream to put into cakes. The cream is very sticky and quite a challenge for some children to use but staff resist helping too much. As a result, no matter how the cakes turn out, they are the child's own work and this gives them a sense of achievement.

The staff's good understanding of how children learn and the identification of what children can do helps with the planning and this in turn provides good quality learning experiences for children helping them to make good progress towards the early learning goals.

Children are motivated and interested by their play and learning opportunities and are developing good relationships with adults and peers. They are often seen playing co-operatively with other children and confidently approaching staff for help. Children show good levels of independence, for example, when using the toilet, selecting play materials and helping to clear up after activities.

Communication, language and literacy skills are effectively encouraged in most areas. Staff encourage children's language for communication through asking them questions and helping them to join in with conversations in small and large groups so they can begin to express their own opinions. They demonstrate their language for thinking by clearly narrating their own play giving a brief running commentary to themselves of what they are doing. Children are learning that text has meaning and accurately pick out their own name cards when they arrive, then place them on a tray which becomes their own for the day. There are some opportunities for children to link sounds and letters but this is not consistently encouraged by staff and there are some missed opportunities for children to write for a purpose. For example, not all children are encouraged to attempt their name on their work. There are opportunities for children to use writing materials and to practise mark making everyday.

Children confidently use mathematics during daily routines, for example, counting how many children there are in a group and often using their understanding of calculation during songs and rhymes, such as 'ten green bottles'. Staff provide plenty of opportunities for children to learn about space shape and measure through use of resources, such as water and plastic bottles

to fill and empty. In the garden children have opportunities to park their bikes in the numbered squares and indoors there are number posters displayed around the room so children are beginning to recognise numerals.

Staff plan varied activities to help children learn about and explore the world around them. For example, they use magnifying glasses to find out about insects in the garden and are learning to care for their pet guinea pigs. Staff encourage children's understanding of concepts, such as floating and sinking or sorting objects by one function and they show curiosity as staff change the colour of water in jug by using food dye.

To help children to talk about their own homes and families they take home a persona doll or a bear in turns so that parents can take pictures of the toys doing different things with the children. These build into a book about the toy's adventures giving children a starting point for discussion.

There are good opportunities for children to make their own art and to explore textures and colours. Children feel the different materials they use in collage and enjoy using brushes and different items to print with paint. Children choose their favourite songs and sing them and have a wealth of role play equipment and activities to help them use their imagination and act out real and imagined experiences. Children use their senses to discover new aromas with staff during a game of identifying fruit.

Staff plan for children's physical development so that there are opportunities to work through the stages that help them to have increasing control over their bodies. For example, mounting stairs, steps or climbing equipment using alternate feet, or combining and repeating a range of movements. They are beginning to respect other children's personal space when playing amongst others and are taking part in activities that help them to recognise the importance of keeping healthy. Children use equipment, such as scissors with increasing control and understand that tools have to be used safely.

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

The provision is satisfactory.

Children's social moral, spiritual and cultural development is fostered. Staff encourage children to be polite, show care and concern for one another and share things. Children support charities and collect food items for harvest to give to a local older people's home, explaining to them why this is needed so children begin to understand the needs of others. They also encourage children to talk about different faiths using a book for reference and children ask each other about what foods they eat in their homes.

There are some resources available to help children appreciate diversity and they sometimes take part in activities related to different festivals. For example, making lamps and cards, acting out a wedding and painting their hands for Diwali. Although the setting is committed to inclusion, there are few resources or activities helping children to learn to appreciate people with disabilities.

Staff are caring, considerate and committed to a policy of inclusion. They have a good awareness and are confident in their ability to provide care for children with different needs. Children benefit from a key worker system whereby staff use the assessment records to ensure each child receives appropriate care. There is a member of staff who has undertaken training to help children with learning difficulties and/or disabilities which helps with the writing of individual

learning plans. Some of the staff have learned basic signing and are teaching the children simple words, such as thank you, as well as their colours. This helps all children to communicate with each other, particular as they add more signs to their vocabulary.

There is a written behaviour policy and a named behaviour co-ordinator and most staff understand the importance of positive behaviour management which reflects in their practice. However, staff may not handle unwanted behaviour discreetly enough which may lead to children picking out particular children who display different types of behaviour. Additionally, children may not understand what it is that they have done wrong if staff do not clearly explain it to them. On the whole, children's behaviour is good.

Partnership with parents and carers is good. Information about the Foundation Stage curriculum and the six areas of learning is clear and well presented for parents. There are some ways in which parents know what their child has been learning during the day, from taking home examples of their work to staff filling in slips explaining what children have done. The planning is clearly displayed for parents to see and photographs around the room and evidence of children's work is displayed. In addition, there are frequent opportunities for parents to come and view their child's progress records which are very well presented and talk to the staff about how they are achieving.

Staff are friendly and approachable and build good relationships with parents, chatting regularly with them to share relevant information. Written policies and procedures are available in the operational plan for parents to see and there are some brief statements for equal opportunities and child protection in the prospectus. There is a complaints procedure which is consistent with the Addendum to the National Standards and ensures that any complaints received can be dealt with in a timely manner.

## **Organisation**

The organisation is good.

Leadership and management are good. The supervisor is fully involved in the running of the nursery and takes an active role working alongside her staff, offering support and leading by example. She regularly monitors the planning and observes to ensure staff are following it properly so that activities are worthwhile and purposeful for children. The setting demonstrates a good commitment to continued improvement through training and team meetings and staff are enthusiastic and forward thinking regarding new ideas and ways of working.

There are robust recruitment and vetting procedures for new staff which are followed by management team and a system of monitoring staff through staff appraisals is in place. The supervisor ensures that there is a good staff to child ratio and that the setting is meeting its conditions of registration. The organisation of time, space and resources is good. Staff have thought a great deal about the planning and the routines incorporate quiet and active play and a good mix of activities both indoors and outdoors. Overall children's needs are met.

Staff are committed to increasing their knowledge and skills through training and there is an understanding that this contributes towards good care and education for young children.

Children's records are secure, shared with parents and are readily available. Information about the children is relevant and used to promote their welfare. The group takes into account parents' views and opinions and looks after children according to their wishes.

Records, policies and procedures are kept properly and meet the requirements of the National Standards.

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

At the last inspection, to improve the standards of care, the setting was required to review the lost child policy.

The management team have reviewed the policy and it now meets the requirements of the National Standards to ensure that if there were an incident, such as this, staff would know how to manage it properly.

### **Early Education**

At the last inspection the setting was required to improve the challenges set for more able children.

The staff now include a section in their plans which clearly shows how more able children will be challenged and moved on in their learning. Staff also identify what children can do and what they need to do next through their clear observations so that children progress well towards the early learning goals.

### **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 that children do not have access to the kitchen or staff toilet
- provide activities to help children appreciate and value each others' similarities and differences with regard to disabilities
- adopt a consistent and positive approach to the management of children's behaviour.



## **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):

- increase the opportunities for children use their mark making and emergent writing in a purposeful manner and ensure staff help them to link sounds and letters more often.

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](http://www.ofsted.gov.uk)