

# West Chinnock Play School

Inspection report for early years provision

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<b>Unique Reference Number</b>	143146
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Bridget Copson
<b>Setting Address</b>	Scotts Way, West Chinnock, Crewkerne, Somerset, TA18 7PT
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<b>E-mail</b>	
<b>Registered person</b>	The Trustee's of West Chinnock Playschool
<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?

West Chinnock Playschool opened in 1999 and operates from within the hall of West Chinnock Primary School, West Chinnock, Somerset. A maximum of 18 children may attend the playgroup at any one time. The playgroup is open on Monday, Tuesday, Wednesday and Friday mornings from 09:15 until 12:15, during term time only and every weekday in the spring and summer terms. Children have access to the outdoor play areas within the school grounds.

There are currently 22 children aged from two to under five years on roll. Of these, 15 children receive funding for early education.

The playgroup is run by a parent committee which employs four members of staff, most of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are protected from the risk of cross-infection due to the effective systems in place to maintain a clean and hygienic environment. For example, staff disinfect table tops before snack times, wash their own hands appropriately and use a dedicated chopping board for children's food preparation. They also work with the committee during school holidays to clean all the resources. Children wash their own hands before all snack times and following all trips to the toilet and discuss aspects of hygiene in theme work throughout the year. This supports them well in understanding the importance of good personal hygiene.

Children learn about healthy lifestyles. For example, they enjoy several different fresh fruits at break time before a sweet biscuit with drinks of water or milk. They also have access to drinking water at all times to ensure they do not get thirsty. Children's physical development is promoted very well. They benefit from fresh air and activities daily in the hall, the school outdoor play areas and trips to the village recreation ground. All resources are suitable for the ages present, including younger children to promote their balance and co-ordination.

Children's health is further promoted through the well-organised records and documentation kept. This ensures records of any accidents, incidents and medication are signed by parents for consistency of care. Most staff hold appropriate first aid certificates and a first aid kit is kept on the premises, which is also taken on outings. This supports staff well in caring for children appropriately in the event of an accident.

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

The provision is good.

Children are cared for within well-organised premises within the school in which staff are deployed effectively. They choose toys and activities freely from those set out as well as from toy boxes with picture and text labels to support them. All resources are well-maintained and age appropriate or used under close supervision. As a result, children play independently and safely in all areas.

Children's safety is assured in all areas of the provision through the effective measures in place. They are developing an excellent understanding of safety through discussion and practical activities. For example, talking about fire and road safety linked to Guy Fawkes night, exploring the safe use of switches using electronic equipment and managing practical tools themselves within activities. They also practise the fire evacuation procedure to support them in learning how to respond in an emergency. Staff complete detailed risk assessments every year to support them in maintaining high standards of safety for children.

Children's welfare is safeguarded effectively by staff. They have a clear understanding of their roles and responsibilities in protecting children and are vigilant regarding their welfare. Staff maintain records and documentation to further protect children. However, the visitor's book is not used effectively to support them in monitoring other adults on the premises and no record is kept of children's existing injuries.

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

The provision is good.

Children arrive very excited and settle in quickly, welcoming support and interaction from staff. They demonstrate their enjoyment through lots of shared laughter with others and the staff, who they confidently seek out for affection and sharing. Children's well-being and communication is supported well by staff to help them feel a part of the group and to promote their development. For example, all children are welcomed warmly and encouraged to listen and share their thoughts and ideas in all activities. Children focus well on things that interest them and play with enthusiasm with favourite toys and with new experiences.

Younger children's learning and development is planned alongside those in receipt of the nursery education funding. Staff select learning objective to meet the needs of this younger age group. Key workers make regular observations of children's progress to assess their current stage of development and to support them in providing realistic challenges.

### **Nursery education**

The quality of teaching and learning is good. Children benefit from the staff's good knowledge of the Foundation Stage curriculum to promote their learning and development in all areas. Staff plan changing themes which they use as a focus for promoting specific areas of learning as well as everyday resources according to children's interests. Children benefit from real-life resources and practical experiences within their environment to capture their interest and bring learning to life. For example, handling real produce in a harvest feely bag, walks to find natural objects of a specific colour, cookery to use tools for a specific purpose.

Children's progress is monitored well by key workers who make written weekly observations of their progress and any specific achievements, examples of work and photographs to illustrate. Staff know the children well and support or extend activities to ensure realistic challenges are provided. These assessments show a clear reflection of each child's current stage of development. However, their next steps are not actively planned or linked directly to planning to ensure they are being encouraged to develop to their full potential in all areas.

Children are interested and motivated learners. They welcome new experiences with curiosity and excitement, and cheer and clap with pleasure when favourite activities are planned. For example, the 'Cheese and Tomato Spider' story, Sticky Kids tape and 'Bee-Bot' activity. They are forming good relationships with others who they seek out for play, and are learning to work with others to complete tasks. Children listen extremely well and benefit greatly from many activities designed to develop this skill. For example, walks around the community garden to listen to things around them, sound games and listening to identify sounds of musical instruments. One child informs the group 'you have to listen or you won't hear'. Children use these skills to learn about sounds and letters through rhyming activities. Children are confident communicators and enjoy sharing their news, answering questions and sharing knowledge with others. They make good use of books to develop their enjoyment of stories and for reference, choosing freely for themselves as well as joining in at group times.

Children are developing a good understanding of numbers and problem solving. They count spontaneously in their play and aloud in groups, some can recognise numerals correctly and are learning about more and less through grouping objects. They can recognise many shapes around them and some children can recognise more complicated shapes, such as hexagons and pentagons. Children are learning about position and use this knowledge to complete puzzles

and games. Children explore the natural environment within the school grounds and around the village to find plants and living things to observe. They are developing a very good understanding of time and place through 'detecting season' themes to explore changes around them. They also get involved in the local community through the school, church, library, recreation ground and village members. Children are learning how to operate equipment, such as using the computer, programming the 'Bee-Bot' and using the remote control car.

Children benefit from a good range of large and small scale physical play provision both indoors and in the different outside play environments. They move with control and co-ordination when using the equipment and in music and movement activities around the hall. Children explore different media using their hands and tools and experiment with colours, which they know well. They enjoy music and sing with great enthusiasm, laughing freely in funny songs. They use their imaginations well in constructional play, with small world sets, in role play and creative activities. They also get very involved with music and movement when they all join in 'trips to the moon' and 'the zoo to find monkey'.

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

The provision is good.

Children are cared for equally by staff and are included fairly in all aspects of the provision. Their individual needs are met with care through the key worker system, good partnership with parents and close interaction. Children are developing a strong sense of belonging and all see a positive reflection of themselves within the hall. For example, they find their own pegs and book bags, see displays of photographs of themselves and their work and have their own special events acknowledged and celebrated. The setting has a designated special educational needs co-ordinator. She is well-prepared to ensure any additional care is provided as necessary to promote consistency.

Children behave well and are learning about positive attitudes and good social skills. For example, sharing, taking turns using the sand timer, good manners and supporting and comforting others. Staff manage any small issues with a calm and consistent manner through discussion and close support. Children benefit from a positive environment within which they receive lots of encouragement and praise from good role models who celebrate their achievements with reward stickers. As a result, children are happy and show high levels of self-esteem.

Children's spiritual, moral, social and cultural development is fostered.

Staff have established good partnerships with parents to ensure children are cared for consistently and according to their wishes. Parents receive a comprehensive prospectus and are advised of the policies and procedures to ensure they are fully informed of all aspects of the provision. They complete records and consent sheets to support staff in meeting children's needs consistently. Parents are kept well-informed through regular newsletters, notices and photo boards displayed and good communication with staff on a daily basis.

Partnership with parents and carers is good. Parents are provided with good opportunities to get involved in their child's learning. For example, newsletters inform them of all forthcoming themes, colours of the week and any special events and displays inform them of all aspects of planned activities each week. Parents are invited to attend open evenings to find out more about what their children do and how they can get involved. Parents do not, however, contribute information regarding their child's starting points on admission to support staff in forming early assessments.

## **Organisation**

The organisation is good.

Children benefit from a consistent team of staff who regularly attend additional training opportunities relating to the care of young children to update their knowledge and skills. They are also pro-active in developing their practice to improve the quality of children's care and learning, such as adopting aspects of the new Early Years Foundation Stage framework. The setting has effective recruitment and vetting procedures in place to ensure all staff are suitable to care for children. Staff's on-going suitability is monitored through an induction programme and occasional staff appraisals.

Children are cared for within well-organised premises which offer them designated areas for different types of play and a range of outdoor play areas to keep them interested and stimulated. Staff work efficiently as a team to ensure sessions are well-prepared, changes in the session are smooth and chores are carried out without hindering children's activity. In addition, good staff deployment ensures high levels of support and interaction.

Children's records and documentation is kept secure within the setting to maintain confidentiality, but also allow staff to access information easily. Staff and committee work closely to keep information up to date and to ensure all regulations are met. However, not all records relating to children's health and welfare are used effectively.

The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff have effective systems in place to monitor the quality of nursery education and its strengths and weaknesses. For example, staff meetings each half term to discuss planning, attending external development opportunities, such as the extended providers development day and completing activity evaluations most weeks. However, systems do not monitor effective use of the assessments or promoting further parental involvement. The staff have established excellent links with the schools which children attend. This supports them well with their transition through school.

## **Improvements since the last inspection**

At the last care inspection, the setting agreed to ensure all documentation is regularly updated, maintained for the required time period and shared with staff and parents as appropriate. Also, to ensure good hygiene practices are in place regarding hand washing.

The staff and committee work together to update policies and procedures regularly and inform parents in newsletters of any changes for consistency of care. The secretary keeps all confidential records for the required period of time. The staff ensure children wash their hands at the sink with running water before every break time and following all trips to the toilet. Children use the portable sink in the hall only for washing hands after creative activities. This promotes good hygiene practices.

At the last nursery education inspection, the setting agreed to provide opportunities for children to write recognisable, correctly formed letters. Also, to develop plans, to include opportunities for children to further their understanding of addition and subtraction; and opportunities to use large scale physical play equipment.

The staff provide children with activities to promote early hand writing skills. For example, using one-handed tools to promote their hand to eye co-ordination as well as activities to

promote gross motor skills. Children join in activities to promote their understanding of addition and subtraction, such as grouping objects and problem solving. Children use a range of large scale equipment within the school outdoor play areas as well as trips to the village recreation ground to promote their physical development.

### **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):

- keep written records of any existing injuries to children and obtain more details of visitors present to further support children's safety and welfare.

#### **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):

- develop the system of assessing children's progress to ensure their next steps are planned and linked to planning to encourage them to develop to their full potential in all areas
- provide parents with opportunities to contribute information regarding their child's starting points on admission to support staff in forming early assessments.

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)