

# Chalke Valley Playschool

Inspection report for early years provision

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**Unique reference number**

EY345859

**Inspection date**

10/12/2008

**Inspector**

Gail Robertson

**Setting address**

Broad Chalke Primary School, Newtown, Broad Chalke,  
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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Chalke Valley Playschool is run by a voluntary parent management committee. It operates from purpose built self-contained premises in the grounds of Broad Chalke Primary School, near Salisbury in Wiltshire. The playgroup was registered at its present site in 2007 but has been operating for many years from a nearby village hall. The playschool is registered to provide care for 20 children aged between two and five years. It is open during school term times from 09.00 to 15.00 on Tuesdays and Fridays and from 09.00 to 11.45 on Wednesdays and Thursdays. In January 2009 the opening hours will be 09.00 to 15.00 on Tuesdays, Thursdays and Fridays and 09.00 to 11.30 on Wednesdays. There are currently 20 children on the roll, of whom 10 receive funding for nursery education. At present, there are no children who have learning difficulties or disabilities or who speak English as an additional language. There are five staff who work with the children, of whom three hold an appropriate early years qualification and the fourth is about to complete an Early Years accredited course. This provider is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Chalke Valley Playschool is an outstanding setting. All children are well supported by caring, professional staff, who constantly strive to make this playschool better. The attention that the staff pay to children's welfare and safety is outstanding. All children are fully included at all times and all make good progress so they reach their full potential. The reason for this is the staff have planned interesting, fun tasks and games across all the areas of learning and have informative assessments of what children can do and know. They have introduced 'children's learning journey logs' which are shared with parents. The playschool has an outstanding capacity for continuous improvement and no opportunity is lost to ensure the best for the children in their care. The partnership with parents and carers is outstanding and there are excellent relationships with the adjacent primary school. There is easy access for children and adults, including those with disabilities into the setting.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop the outdoor area to provide more challenge and quiet areas for all children so that the learning outside is as stimulating and interesting as the indoor area

## **The leadership and management of the early years provision**

The playworker is an inspiration for her staff. She has put much energy and commitment into the new Early Years Foundation Stage documentation. She has welcomed all the recommendations and has put them into practice. She has made a detailed self-evaluation of the setting and has a long term vision for its development. She is well aware of its strengths and weaknesses. She wants the setting to be the best. She has monthly meetings with the committee and is well prepared for them. Her paperwork is well organised and all to hand. She has regular (weekly) staff meetings to keep her staff informed, up-to-date with committee decisions, to discuss children and to plan the next week's work. There is a comprehensive training programme for all staff. Detailed records are kept by the committee treasurer of the training programmes taken. Training is given by the playworker and external training is available for all. The staff are looking forward to next term's programme when they will receive further training on observing children at play and work and how these observations can effectively contribute to their learning journey logs. The staff work as a most effective team to support children's development and learning.

All safeguarding procedures are fully in place and implemented rigorously. The playworker is vigilant at all times. The quality of risk assessments is outstanding as the playworker said, 'I am a risk assessment queen'. The procedures are most effective in ensuring all children are safe. The recommendations from the last report in July 2008, have been fully carried out. The playworker and committee work together effectively to make this playschool successful.

The partnership with parents and carers is outstanding. They regularly help in the setting after they have been given clear instructions by the staff. They report that they feel part of their children's learning and know that their contributions are valued and acted upon. Staff are approachable and parents have daily contact with the key workers. There are close links with the adjacent primary school and a transfer programme has been worked out with the reception teacher that has helped children to go to 'the big school' with confidence.

## **The quality and standards of the early years provision**

All children are provided with an excellent range of resources and activities to help them learn and develop. For example, two children wanted to play with the farmyard and a member of staff saw them at play. Immediately, the member of staff went to them and they discussed where they were going to put the buildings, animals and where the road was going to be for the tractor. On another table, children were engaged in decorating Christmas tree hangings and they were guided and supported well as they stuck on buttons, glitter and other shiny materials. They were, quite rightly, proud of their efforts and praise was given by the staff. All the children thoroughly enjoy their time at the setting. As one child said, 'I like it all.' Children can make their own choices but there are also adult led activities such as time for letters and sounds, and learning carols and songs for the Christmas performance for parents. There is a good balance between child initiated

and adult led activities.

The playworker has trained her staff to make assessments of children at work and develop learning journals to share with parents and to inform the future learning for all children. She has persuaded the committee to give every member of staff additional time to complete and share these assessments. All children are provided with an excellent range of activities to help them learn and develop. For example, one of the most popular activities this week is the tray with partially set jelly. Children loved the texture, smell and taste. After evaluating how interested and stimulated the children were with the activity, it was decided, at a staff meeting, to try more unusual materials in the tray next term. Two other toys that the children were coming back to were the farmyard and the train track. Staff reported how these toys were developing children's language and curiosity. It was decided to keep these on the plans for the winter term. This shows how well staff respond to the children's interests and needs.

Children really enjoy their time at the setting. As one parent said, 'My child would come here 24 hours if I let him and the staff were not too tired!' The outdoor area is large and well used and children enjoy going outside even when the frost is still on the ground. The activities are mainly those that children can get on with on their own and not as challenging as those planned for indoors. Children behave really well because this is what is expected of them. Behaviour that is not expected is sensitively and timely handled. Snack time is used to promote healthy eating and teach good table manners. Children are expected to share and be polite at the table.

The staff have a thorough understanding of creating a safe environment and children learn to take care of themselves. The children are clear about how to play safely outside and use the resources safely. The playworker looks for interesting real life experiences for the children to extend their knowledge and understanding of the world. For example, during a visit to the local supermarket, children felt the fish, tasted the produce and talked to the workers. Next week the children are going to the village hall to sing to the senior citizens and to have tea with them. Children are very well supported in developing communication literacy and numeracy. Children are really happy and enjoy learning in this interesting and stimulating environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.