

Chilworth Community Playgroup [4-5]

Inspection report for early years provision

Unique reference number	119990
Inspection date	10/03/2009
Inspector	Christopher Moxley
Setting address	Chilworth Infant School, Dorking Road, Chilworth, Guildford, Surrey, GU4 8NP
Telephone number	01483 531399
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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).

Description of the setting

Chilworth Community Playgroup (4-5) opened in 1993. It is a committee-run group which operates from one room within Chilworth Infant School and has access to kitchen, toilet and outdoor play facilities. Children attend from Chilworth and the surrounding villages. The group is registered on the Early Years Register to provide sessional care for 20 children aged from two to under five years. There are currently 14 children on roll, all of whom are in receipt of nursery education grant funding and are in the early years age group. The group supports children who have learning difficulties and/or disabilities or who speak English as an additional language, although there are currently none attending. Opening hours are 09:15 to 12:00 on Tuesdays during term time only. The group operates from the village hall on a Monday, Wednesday, Thursday and Friday. Three full-time and two part-time staff work with the children; of these four have an early years qualification to level three. Ongoing training opportunities are accessed via the Early Years Childcare Service (EYCS) and the setting receives support from the Early Learning Advisor (ELA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The playgroup provides a good standard of care. 'My child enjoys it here,' commented one parent. Children enjoy learning and playing and make good progress because of the vigilant and expert care of the staff, who provide a lively curriculum and activities. They feel safe in the warm atmosphere and their individual needs are addressed well. The supervisor sets a clear direction and receives good support from the staff and committee. There is good communication with the staff of the main school. The playgroup has a good capacity to develop its provision and raise standards further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve free-flow opportunities for children between indoor and outdoor activities
- increase opportunities for learning of literacy and numeracy when children are outdoors

The leadership and management of the early years provision

Leaders and managers at all levels provide well for the care and development of children. There are robust arrangements in place to ensure that children's needs are safeguarded effectively, including thorough checks on staff and helpers. In addition, there are effective arrangements in place to ensure that children are secure at all times. All policies and procedures are reviewed regularly. Children's progress is monitored well by staff. Parents are informed about their children's

care and development, and have access to their records. The staff liaise well with parents; each child has a keyworker and the list is displayed for parents to see. There is also good liaison with the staff of the school over the children's welfare and progress. Children benefit from the use of the school's facilities on Tuesdays, and this forms a good bridge for them between the playgroup and starting school.

The supervisor receives good support from staff and committee. She has identified some of the issues for further development in her self-evaluation, which is conducted using the recommended formal procedure and is overall satisfactory. The recommendations made at the last inspection have been fully addressed. Although there are currently no children on roll with learning difficulties or disabilities, or from ethnic minority backgrounds, the playgroup has suitable materials, and staff include all children in activities.

The quality and standards of the early years provision

Children enjoy coming to the playgroup and are confident learners. They achieve well because the planning is flexible, responding well to their interests and perceived needs. They start at the playgroup with abilities that are appropriate for their age. They make good progress in relation to these starting points, particularly in their personal, social and emotional development. They behave extremely well, and co-operate well with each other and with adults. Most are articulate and all can speak clearly in response to an adult. They were seen engaging with concentration when doing jigsaws together. They play imaginatively, using the range of equipment well. They use the computer well, which has enticing programs to engage them.

Children develop their physical skills well through use of the gym equipment in the hall and through playing outdoors. In the hall they balanced well when walking along a bench, and have developed confidence in climbing on apparatus. Those who were a little hesitant were included well and increased in confidence as a result. Children enjoy playing outdoors. However, the playground is shared with the school and consequently they can only go outside when the adults decide for them, rather than deciding for themselves.

Good numbers of staff enable children to have regular opportunities to talk with an adult. Concentration levels are good because the pace of learning is brisk. Children learn to take turns and to share. In imaginative role-play, they are learning new skills which are important for the next stage of their development and well-being. Basic skills of literacy and numeracy are developing well. However, the children do not have opportunities to learn literacy or numeracy outdoors. For example, there are no signs to read in the playground. Children eat healthily: all were seen eating fruit which they had brought and drinking juice or water. Most can use the toilet unassisted. They feel safe because the premises are secure and they totally trust the adults, who are caring and enthusiastic. Their learning helps to promote a good understanding of the world around them. For example, they have learned about the local community and made a positive contribution to it through trips to local farms, the church and a residential home for the elderly.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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

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.