

Chislet And District Playgroup

Inspection report for early years provision

Unique reference number 127103
Inspection date 08/10/2009
Inspector Susan Jennifer Scott

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Chislet and District Playgroup opened in 1975. It is managed by a committee and operates from Hoath Village Hall, near Canterbury, Kent. The playgroup has access to a main hall, kitchen and toilets. All children share access to a secure enclosed outdoor play area.

A maximum of 20 children may attend the playgroup at any one time. It is open Monday, Tuesday, Thursday and Friday from 9.15am until 12.15pm, term time only. Friday sessions are dedicated to the rising school entrants. There are currently 12 children aged from two to under five years on roll.

The playgroup welcomes children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs three members of staff and all of these, including the manager, hold appropriate early years qualifications.

The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy plentiful opportunities to learn about their local area and the world around them. The partnerships with parents and other agencies are successful in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on, resulting in a provision that responds to all user needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessments for each type of outing (Safeguarding) 30/11/2009

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

- make systematic observations and assessments across all six areas of learning and development to identify learning priorities
- analyse the observations to help plan the next steps for individuals and

groups of children

The effectiveness of leadership and management of the early years provision

The provider takes good steps to promote children's welfare by vetting all staff to establish their suitability to care for children. Records of staff details, their training and certificates are available and parents know they can ask to see these. The certificates of registration and insurance, as well as information about the curriculum, are displayed. A selection of clear and informative policies and procedures is reviewed by the management committee annually. Staff have all obtained appropriate qualifications and they are all able to safeguard children from harm or abuse because they have received child protection training. The staff carry out frequent and regular risk assessments and minimise identified hazards appropriately. However, they have not recorded their risk assessments for outings.

Good awareness of the needs of children and a shared vision for the development of the setting enables continuous improvement in the quality of the provision. The provider has effective arrangements to assist staff in identifying training to address their development needs. For example, an appraisal system is in place for all staff. The staff work together closely, monitoring the effectiveness of the provision and evaluating its strengths and weaknesses. The small size of the provision enables staff meetings to be held quickly so that they can devise and share plans to improve ways of working. Consequently, systems for supporting children's progress are successfully maintained.

Parents are very happy with the service offered and feel that the activities provided meet their children's needs well. There are sound arrangements for exchanging information with parents to ensure children's individual welfare needs are understood, although there are less secure systems for establishing the children's starting points for their learning and development. Parents are informed about the provision using a variety of good information, including a prospectus and newsletters. The effective partnership with parents means that staff understand children's individual care needs and they provide good support to ensure these are met. The setting has a good relationship with the neighbouring school, and they exchange information with others who work with children such as the Health Visitor.

The quality and standards of the early years provision and outcomes for children

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. Adults work very closely with them, listening to what they say and encouraging them to express their own ideas and follow their own interests. Children can choose their own activities from the selection provided. Staff ensure the needs of children of different ages and stages of development are successfully met through the provision of an appropriate range of resources. The children are all interested in all the activities because staff offer

suggestions to them and discuss their ideas and thoughts about their play experiences. Children's relationships with each other reflect the inclusive attitude of the staff who are welcoming and friendly towards parents and visitors. All the children play harmoniously together and behaviour is very good.

Children are encouraged to develop their understanding and sense of responsibility by assisting in tidying up. The children help to sweep the fallen leaves and acorns from the outside play area, they then discuss what to do with these and staff provide them with materials to make collages of the leaves and acorns. Children also enjoy the opportunity to grow flowers and they harvest tomatoes which they grow to make pizzas. The staff are very adept at enabling children to extend their understanding and skills because they constantly talk to them and nurture their ideas and thoughts. For example, children can make choices about their outdoor play and one requests a spade to dig the ground; staff facilitate this by discussing safety, giving suggestions and supervising the digging so that it is interesting and enjoyable for the child, and those who watch.

There is a developing system for recording what children do and achieve and staff plan for the next steps in their learning. As the group is very small, staff are able to offer good opportunities to allow individual children to progress rapidly by following up activities and extending the children's learning within a short time. However, not all the observations are used effectively as they do not all assess children's development, enabling staff to identify the next steps in their progress. Staff support spontaneous learning very successfully and this builds upon the individual interests of all the children. There is not a clear system in place to ensure all children are assessed over each area of learning so that learning priorities can be identified accurately. Plans are used flexibly and these sometimes encompass themes which have been requested or which are popular with children. For instance, children have completed self portraits to extend their understanding of similarities and differences. As a result of the good, sensitive support from staff, all the children are confident, relaxed and enjoy their time here.

Children settle quickly and happily into this safe environment when they first attend. They feel secure in the welcoming setting and enjoy the activities as the staff support their choices very well and respond to their expressed interests. This promotes their confidence and self-esteem. Children enjoy very good facilities for outdoor play every day choosing from a challenging range of equipment that encourages an active lifestyle. For example, children use the scooters and bikes, and are helped to organise a set of barriers and signs as 'road works' to extend their play and learning. The play resources are age-appropriate and in good condition.

Children keep themselves safe because they use play equipment sensibly. They are cared for in clean, well-maintained premises and participate in regular emergency evacuations. Children are familiar with good personal hygiene practices such as hand washing and older children understand that this helps to prevent the risk of infection. Children enjoy a well-balanced snack comprising fruit, biscuits and a drink when they choose to have a break. They are encouraged to discuss the healthy food offered because staff display laminated picture cards of the choices offered at the snack bar. Children with particular dietary needs receive very good

support to ensure these are met and staff encourage all children to understand everyone's individual needs. Children have opportunities to learn about aspects of their own cultures and those of others; they do this by celebrating varied festivals, learning about foods and using books and pictures reflecting different cultural traditions. Staff take all the required steps to care for sick children and manage any accidents appropriately, including recording them promptly. There are clear procedures in place to support children with special educational needs and/or disabilities who are welcomed into the setting.

There is an interesting range of resources that meets the needs of every child and caters for the interests and ages and stages of the children who attend. For instance, the books are regularly rotated and used to support topics or routines that involve the children, such as tidying up and autumn. Children happily sit and draw or colour pictures while chatting to staff about their experiences because staff sustain their conversations well. Children are encouraged to extend their knowledge and skills through a range of activities, such as using a digital camera to take photographs which are displayed on the computer. They also develop a range of skills through their role play which staff support well. For example, children are able to use spades and dig the ground safely because staff remind them about safe use of the spade and supervise this without interference, giving children a sense of independence and achievement.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met