

# Chapel Lane Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	148643
<b>Inspection date</b>	03/07/2009
<b>Inspector</b>	Melissa Cox
<b>Setting address</b>	Spencers Wood Pavilion, Clares Green Road, Spencers Wood, Reading, Berkshire, RG7 1DY
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<b>Email</b>	
<b>Type of setting</b>	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 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

Chapel Lane Pre-school Playgroup opened in 1978 and is registered on the Early Years Register for 24 children per session. It meets in the Spencers Wood Pavilion adjacent to a recreation ground in the semi-rural village of Spencers Wood, close to the town of Reading. The playgroup uses two adjoining rooms, the passage way and the kitchen for supervised activities. There is also access to an outdoor area and fixed play equipment area. The group serves the local area.

There are currently 48 children from two years to five years on roll which includes 34 funded children who attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and, although there are none attending at present, with English as an additional language. The group opens five days a week during school term times. Sessions are from 09.30 to 12.00 Monday to Friday and 12.30 to 15:00 term time only.

The playgroup is run by a committee, which employs five staff members. Three have early years qualifications. The playgroup receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance. It has close links with Lambs Lane School and liaises with other schools and early years providers as required.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are routinely met as staff recognise the uniqueness of each child. Excellent care is taken to ensure they understand each child's background and their experiences, enabling the staff to support and respond appropriately, which is a key strength in this pre-school. Children make good progress in their learning and development as they enjoy their time at the group and are eager to be actively involved in the choice of activities offered. Staff effectively promote all aspects of children's welfare to ensure they are safe and well cared for taking into account individuality, culture, language and needs. Partnerships with parents and carers are strong, helping to keep them informed of their child's progress.

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

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

- increase children's opportunities to become more independent by including them in snacktime preparation
- promote children's creativity further by giving them more opportunity to direct their own art work projects

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

Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and plan an exciting variety of activities to stimulate the children's development and their individual needs. Robust recruitment, selection and induction procedures ensure the suitability of staff to work with children. The staff team are enthusiastic, motivated and keen to develop their own skills and practices and access regular training. Emphasis is given to staff training and development, with staff holding recognised childcare qualifications or working towards achieving one or a higher level qualification. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, including behaviour management and child protection. Areas for improvement have been identified through feedback from staff and parents and the nursery has addressed all issues promptly and effectively. All staff display a positive attitude towards providing an inclusive environment for all children who attend the setting although staff's understanding of how to support children with English as an additional language is less secure. They ensure the well organised learning environment and effective deployment allows children to access resources independently and be supervised at all times while meeting their individual needs.

The welfare and protection of children is important at the setting. Staff have a good understanding and are well trained in safeguarding procedures. They know it is their responsibility to take immediate action should they have concerns about a child or the behaviour of another member of staff. Comprehensive risk assessments have been conducted on the premises and for all the outings children are taken on and routine daily safety checks of the premises are conducted.

Partnerships with parents and carers are strong. Families are provided with an informative prospectus and details of the group's policies and procedures when they first make contact with the group. There is a good two-way exchange of information between the group and parents which enables staff to meet children's individual needs. Ongoing information is then shared through informal feedback at the end of the session, newsletters, useful notice board and regular open events for parents. Parents speak highly of the quality of care their children receive and of the approachability of the staff. Some children attend other registered settings. Links with these providers have been forged to ensure that all adults involved with the children take part in the assessment procedure and that activities complement each other in meeting children's individual needs.

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

Children are well supported in their learning through staff's knowledge and understanding of the EYFS. Staff use guidance on the EYFS to plan a varied and enjoyable programme of play opportunities and activities, which appropriately cover the six learning areas. All staff contribute to the organisation of the activities through relevant observations of children's interests and enthusiasms. These link effectively into the provision of well planned individual, key group and whole group experiences. Assessment systems are good and are effective in identifying next

steps in children's learning. Staff know the children extremely well as individuals and provide activities that reflect their interests, which promotes their learning further. Resources are very well set up to allow children to make choices and select for themselves, for example children build an obstacle course in the outdoor area which develops into a whole group game with contributions from all the children in the group.

Staff interact effectively with children, asking appropriate questions to engage them in conversation to support and promote their communication and language skills. Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. Children's personal, social and emotional development is well supported and is a strength of the setting. Children are recognised as unique and are encouraged to express their feelings, ideas and thoughts through a relaxed and stimulation environment where they can take time to practise and consolidate their skills. The staff are calm and supportive and relate well to each child, understanding their individual needs and characters.

Children enjoy books and stories. They sit enthralled as a member of staff animatedly tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text, recalling the story and demonstrating their increasing understanding that print carries meaning. Numbers and counting are used throughout the pre-school. Children are encouraged to consider simple number problems and to count in their daily play. They accurately count how many children are present at register time and confidently recognise which numbers are used to write down the amount. Children use a range of construction toys and happily build houses for the zoo animals or homes for the dinosaurs using different shaped bricks. Children express themselves creatively using a variety of media, such as musical instruments, imaginative, creative and messy resources.

Children have good opportunities to be creative and enjoy using boxes, paint, glue and sticky tape to design and make their own models although on some occasions the children's creativity is focussed on the final item limiting their free expression. Children manage their own personal care, put on their own outdoor clothing and enjoy helping to clear away after lunch. They are able to maintain their attention and concentrate intently during group story sessions and activities and enthusiastically sing action songs with the staff. This develops their memory and language skills as they remember words and physical movements as they undertake the actions.

All children have very good opportunities to develop their physical skills. The pre-school have successfully developed a free-flow system, giving children opportunities to support their learning in the classroom or the garden area as they are able to choose outdoor or indoor play. Children explore in all weathers, which includes splashing in puddles and making footprints in snow or balancing on beams in the adjoining park. There is a range of exciting activities in the garden with good ideas on how to extend and develop the outdoor area further.

Overall, children's health and safety are well supported. The good hygiene routines children learn help to keep them healthy. They are offered fruit daily for their snack time to encourage healthy habits although are not always included in the preparation. Children learn about safety as they take part in practising the evacuation procedures, learning the routine so they are confident in the event of an emergency. Children are very clear on expectations, boundaries and limitations. Excellent relationships are established with staff and children show care and concern for each other. Appropriate strategies, are used such as staff and children working on friendships, which encourage children to take turns and to resolve their own conflicts. The children play well together and the atmosphere is one of mutual respect.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### 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>	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

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