

Chuckles Playgroup

Inspection report for early years provision

Unique reference number 206128
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Inspector Diana Pidgeon

Setting address Keldholme Lane Community Centre, Gillamoor Court,
Alvaston, Derby, Derbyshire, DE24 0RU

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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 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

Chuckles Pre-School Playgroup opened in 1986. It is a privately owned provision that operates from Keldholme Lane Community Centre in Alvaston, on the outskirts of Derby. Children have access to the main hall, toilets and a secure outdoor play area. The pre-school runs two sessions daily from 09:15 to 11:45 and 12:30 to 15:00 with an additional lunch club for those children who wish to stay over dinner time. The setting is open during school term times only.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children over the age of two years may attend the setting at any one time. There are currently 28 children on roll, all of whom are in the early years group. The setting is in receipt of funding for the provision of free early education for children aged three and four years of age. The pre-school currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language. Children come from the local area. The pre-school employs five staff. Of these, four staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make steady progress in their learning and development because they are provided with a suitable range of beneficial activities that encourage them to be active learners. The staff work well together and communicate satisfactorily with parents to ensure children's needs are recognised and met. Most aspects of their welfare are promoted satisfactorily. The setting takes some steps to evaluate their provision and key areas for further development are clearly identified.

What steps need to be taken to improve provision further?

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

- review the arrangements for children to wash and dry their hands before eating in order to minimise the risk of cross-infection
- carry out regular staff appraisals to identify the ongoing training needs of staff
- update the record of risk assessment to include an assessment of risks for all outings
- take account of the need for confidentiality when maintaining records, with particular reference to the accident record
- increase children's independent access to a wide variety of resources so that they can follow their own ideas and interests
- develop the use of the outdoor environment to support all areas of children's learning.

The leadership and management of the early years provision

The staff work well as a team and build warm and caring relationships with the children. The provider ensures that any adults who work with the children undergo appropriate recruitment, vetting and induction processes so that they have the required knowledge and skills for their role. However, there is no formal system of appraisal for staff to review their own skills and to plan for their ongoing professional development, which means further training opportunities may be missed. Staff implement a suitable range of policies and procedures that guide the operation of the setting. Most records are reliably maintained, although, the organisation of the accident record, which lists several entries on one page, does not ensure confidentiality. Appropriate arrangements are in place to safeguard children, as a full risk assessment covers the premises and staff make daily checks before children arrive. The provider generally risk assesses all outings with the children, although, a full assessment of the group's regular visits to the adjacent public play area is not in place and weakens the overall safety arrangements. Staff have a suitable understanding of the Local Safeguarding Children Board procedures and understand the steps to take if they were to be concerned about a child's welfare in the future. Staff are mindful of keeping children safe and ensure the premises are secure at all times.

The number of adults working with the children often exceeds the number required and this ensures children have sufficient attention to meet their individual needs. Children have their own key person who takes a special interest in their progress and plans experiences to enhance their learning. Suitable information is shared with parents when children first start to attend. For example, they receive a welcome booklet and explanation about the routines the children follow. Through notices and displays parents are kept up-to-date with what is happening in the setting and staff ensure information about individual children is shared verbally. Occasionally, parents have opportunities to visit the setting and join in special events with their children and to attend open days where children's progress may be discussed. This helps to keep them informed. The staff team are all experienced practitioners who are committed to the care of the children. They have begun to reflect upon their current practice through the use of self-evaluation and to identify key areas for improvement. The provider and staff welcome the support from the advisory services and generally work to meet any recommendations made through the inspection process. This shows a suitable capacity for ongoing improvement.

The quality and standards of the early years provision

Children are happy and remain purposefully engaged throughout their time in the setting. At this stage of the term most children are very confident as they arrive and quickly enter the setting and get involved in the activities with enthusiasm. For example, the opportunity to cut out pictures from magazines and stick them onto their own paper is a very popular choice and children are keen to demonstrate their skills using scissors. Several children warn others to 'be careful' and remind them that scissors can be sharp, showing a clear understanding of promoting safety. Children sit and listen well during group times such as registration and

story time. They enjoy the books that are read to them and join in with repeated phrases and familiar lines. Some staff question children effectively, which encourages them to explain their actions and promotes their communication skills. Most children recognise their own name cards as they self-register, and some older children attempt to label their own work. During the day children visit the adjacent play area, where they have access to a good range of climbing and balancing equipment that offers challenges to even the most able. Children use their imaginations well as they make a pirate ship from large soft play blocks and then act out their journey across the sea. The value of this activity is significantly increased through the participation of a member of staff who understands the children's interests and supports their ideas.

Staff observe the children and make appropriate assessments of their learning. Planning reflects children's interests and provides them with activities they enjoy. The learning environment is set up daily and presents children with a choice of activities that are changed during the day. However, children cannot freely access a wide range of resources independently in order for them to follow their own interests and ideas. Whilst children play outdoors regularly and staff plan some worthwhile activities, such as using 'clean mud', the outdoor play space does not provide areas for children to engage in a full range of learning experiences. This impacts on their overall progress.

Children are well-behaved and understand what is expected of them. For example, they know why they should not run indoors and demonstrate how they sit 'cross-legged' at group times. Children use good manners as they sit together to eat their snacks and at lunchtime. They begin to make some healthy choices as they serve themselves with salad to accompany their pasta bolognese and eat sliced fruit at snack time. Children follow mostly appropriate hygiene routines, although, the practice of washing their hands in a communal bowl and drying them on shared towels before eating does not minimise the risk of cross-infection. Their independence skills are promoted as they pour their own drinks and fetch their own coats from the labelled pegs. Children's knowledge of the wider world is developing as they celebrate a birthday in the group by sharing a cake and singing 'happy birthday'. This term's topic on mini-beasts helps to introduce children to the natural world and this is further enhanced through planned visitors who bring in animals for the children to see.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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