

Chilworth Community Playgroup

Inspection report for early years provision

Unique reference number	119989
Inspection date	13/11/2009
Inspector	Christine Clint
Setting address	The Village Hall, New Road, Chilworth, Guildford, Surrey, GU4 8LX
Telephone number	01483 531399
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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

Chilworth Community Playgroup has operated since 1976 and is managed by a parent committee. The playgroup is held in the village hall, in Chilworth, Surrey. Children use the main hall and a small adjoining room; they are supervised for organised activities on the stage and have easy access to the toilets. There is a secure, hard surface, outside play area. The setting is registered to care for 24 children from the age of two to under eight years, all of whom may be in the early years age group. The playgroup provides funded educational places. The setting is open from 9.30am until 12 noon, on four mornings a week during term time. On Tuesday mornings the playgroup operates at the local infant school for a morning session and children who are preparing for school attend. The playgroup serves the local areas. There are six members of staff who work with the children. Most have early years qualifications and experience. There are currently 30 children on roll, who are all in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup provides a wide variety and choice of activities to meet children's individual needs and regular daily routines are followed to encourage children to settle and feel secure. Staff show a sound commitment and know individual children well; they provide dedicated team work. The playgroup has a strong community ethos and very regular support from parents who form the committee. However, the committee responsibilities have not been fully understood and there are several areas of the provision that require improvement to meet the regulations and to bring the daily practice up to date. The providers have not followed all the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- ensure that Ofsted are informed of changes to the nominated committee members responsible for the provision of childcare and that all nominated members submit applications for clearance (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register). 01/12/2009
- ensure that a risk assessment, which identifies all aspects of the environment, is conducted regularly and that a record is maintained (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 01/12/2009

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

- develop the systems for staff employment and maintain records to demonstrate staff suitability
- update the policies and procedures and all operational systems to link with regulations for the Statutory Framework for the Early Years Foundation Stage
- continue to develop children's records of progress and use their starting points and interests to ensure that activities are linked with individual children's learning needs
- include opportunities for parents and other carers to contribute to children's records of development and link with learning at home and in other settings.

The effectiveness of leadership and management of the early years provision

The supervisor and playgroup staff have knowledge of the Early Years Foundation Stage (EYFS) regulations but have not fully understood the responsibility for implementing changes to the provision to meet the requirements. Ofsted have not been informed of the committee changes or the nominated individuals responsible. This is an offence because it is a specific legal requirement in the Statutory Framework for the EYFS. This has not directly compromised children's safety, therefore Ofsted will take no further action in this instance.

There are basic systems in place for staff clearance and a full folder of policies and procedures to manage the setting. These show that systems are organised and understood, especially for managing complaints and for safeguarding children. However, many procedures have not been reviewed since the recent changes to the early years regulations and the risk assessment processes are not consistently recorded or linked sufficiently with any hazards to children. The playgroup sessions are planned and based on very regular routines for the deployment of staff. Staff know their roles to ensure children's safety, for example, the front door is continually supervised at arrival and departure times and a staff member fully monitors the slide and climbing frame. Children use the stage area for computer activities; these take place individually and children are helped on the steps. There is a full record of all visitors on the premises and children's attendance is clearly recorded with times for any late arrivals or early departures.

All play equipment is prepared for children in advance, there is ample choice and children are encouraged to take part in specifically planned topic activities during the morning. Children can move freely for part of the session, they can access many resources; they also follow the morning routines for group registration, toileting, snack time and story time, as well as music sessions and outside play. Children do take part in a wide variety of festivals and celebrations which reflect diversity and encourage their understanding. These include wearing different costumes for an Indian wedding, making chapatis for Diwali celebrations, trying recipes with sweet potatoes and couscous, and making different types of African musical instruments. Staff show a good knowledge of children's individual characteristics, they have very regular verbal liaison with parents and there are

strong links in the community.

Parents have a close connection with the playgroup committee and the staff, they frequently take turns to help at the playgroup and have a rota in advance. Parents are provided with clear information when children first attend and all required permission is in place. However, there are no systems yet to encourage parents to see or contribute to the children's records of assessment. The playgroup application forms do not encourage parents to provide specific information or any levels of development. There are regular meetings and notices for parents, who show knowledge and awareness of the key staff and the setting. Parents fully support the close links with the school and know that the morning session, held in the school, helps their children to transfer with ease. Staff liaise regularly with the reception teacher, who provides guidance and information on the methods to assist children's learning. There are also links with the wider early years network and training opportunities.

The supervisor has evaluated the provision and has recorded some areas where improvements are being developed, for example the introduction of new assessment records for children. The current systems do not clearly show children's starting points, their progress and the planning for their next steps in development.

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

Older children show that they are confident and they can make independent choices during free play. They select equipment and can cut with scissors and glue paper together; they say they are making rockets and show increasing concentration. Children manage well and encourage younger children to follow their lead. There are some strong friendships developing between children at times, especially when children dress up and initiate role play in the home corner. They talk about helping each other to get dinner ready or calling the doctor on the phone. Children are learning that they can access drinking water at any time, they have healthy snacks provided by parents and they are encouraged to talk about the fruit they are eating and what it is called. All children are learning about personal hygiene and routinely wash their hands before snack time. They all sit together and individual children are chosen to deliver the snacks, while staff provide and pour their milk. Children use the outside play area frequently and often for short times to ensure that they have fresh air and the opportunity for movement. Staff encourage children to move spontaneously whilst waiting in a line, they touch head, shoulders, knees and practise curling up into a ball and uncurling. Many younger children are gaining in their ability to use the slide and climbing frame because this is readily available.

Children learn daily about the day, date and season of the year, they practise recognising number symbols, they talk about the weather and some children show a clear ability to speak in front of others. They take turns to have one to one practise on the computer with an adult who records their ability to manage the mouse. Children are requested to complete planned activities; they follow each

other at the craft table and make squirrels with prepared cardboard shapes and attach coloured cotton wool. They talk about autumn and connect this with squirrels collecting nuts. They all take part in making fat balls to feed the birds. Children take turns to put the ingredients into the large bowl and this is mixed together. Staff explain the items that are added and the process of melting the fat. Children have music time with a visiting staff member who shares out the instruments and encourages children to listen and follow instructions. They learn to practise the rhythm of different words and children quickly recognise these. They also learn to be very quiet and to recognise the quieter sounds in the room. Children are showing some progress in their development because they have opportunities to experience a wide range of activities during the session.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	3
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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