



## Chilworth Community Playgroup [4-5]

Inspection report for early years provision

<b>Unique Reference Number</b>	119990
<b>Inspection date</b>	23 November 2005
<b>Inspector</b>	Teresa Elkington
<b>Setting Address</b>	Chilworth Infant School, Dorking Road, Chilworth, Guildford, Surrey, GU4 8NP
<b>Telephone number</b>	01483 531399
<b>E-mail</b>	
<b>Registered person</b>	Chilworth Community Playgroup (4-5)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Chilworth Community Playgroup (4-5) opened in 1993. It is a committee run group which operates from one room within Chilworth Infants School and has access to kitchen, toilet and outdoor play facilities. Children attend from the immediate and the surrounding villages.

The group is registered to provide sessional care for 20 children aged from two to under five years. There are currently 14 children on roll, who are all in receipt of

nursery education funding. The group supports children who have special needs 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 and support is received from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have many opportunities to experience a range of physical play both inside and outside. Children enjoy a good range of well-planned activities that help keep them healthy and develop their physical skills. For example, they show dexterity and control as they move around the obstacle course and enjoy the freedom to run in the open space available in the school playground. Children demonstrate a good sense of space and move confidently during physical activities. They show good co-ordination when climbing, balancing, crawling and weaving in and out of obstacles. Children's fine motor skills are developing well as they use scissors and handle writing resources.

Children are aware of the importance of health and personal hygiene. They recognise when they need to use the toilet and manage independently, often remembering to wash their hands, without needing to be reminded by staff. Children recognise when they need to blow their noses and access tissues independently. Children's medical needs are supported well, ensuring that their individual needs are continually met and catered for.

Children's dietary needs are met very well. They enjoy healthy snacks, such as fresh fruit and raw vegetables. Children recognise when they are thirsty and need a drink. They are aware of the importance of drinking water after undertaking physical activity. However, children cannot access drinks freely, preventing them from responding to their bodily needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from the welcoming and safe environment where space is well organised to provide areas for all types of play, encouraging children's independence and imagination. Good procedures are in place to ensure children are protected from dangers. Staff are vigilant in identifying potential risks and take necessary precautions. Children use a good range of quality play materials and resources, which are checked regularly by staff to ensure they are safe and fit for children's use.

They learn the importance of safety as they abide by clear rules when moving to different parts of the building, for example, as they walk to the hall for their physical activities and use the playground.

Comprehensive health and safety documentation is in place to support staff in their day to day working practises and to ensure that children's safety is given high priority. For example, clear procedures are available in the event of a child not being collected at the end of the session, which enables staff to act accordingly in the best interests of the children.

Children are protected against harm as staff have an awareness of child protection issues and have completed relevant training. They are aware of their responsibilities regarding children's welfare and are familiar with the appropriate procedures to follow, should they have concerns about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled. They enjoy their time at playgroup, as staff create an extremely fun, stimulating and positive environment. Children develop close relationships with their peers and the staff, enabling them to feel secure and comfortable. They benefit from a good selection of play and practical activities, enabling them to develop positive attitudes towards learning. Children arrive at the beginning of each session happy and enthusiastic. Children develop their confidence and independence as they learn to take care of their own needs. They make their own choices and negotiate in their play, clearly understanding the importance of sharing and turn taking. The well-planned range of activities enables children to undertake suitable challenges for their development, which stimulate their interests and curiosity. This encourages children to take an interest in their surroundings and enables them to enjoy a wide range of play and learning activities.

### **Nursery Education**

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Plans include differentiation to ensure challenge and support for all. Good observations identify children's stage of learning so that staff can plan the next steps for each child. Focussed activities excite the children and staff present these well, ensuring that children are appropriately challenged.

Children enjoy engaging in self chosen activities. They are happy and confident and interested in all activities offered to them. Children willingly co-operate with their peers and seek support from staff when needed. Children have many opportunities to develop their writing skills through planned activities and show good pencil control as they explore the formation of letters. They practise their writing skills in play situations enabling them to freely make marks on paper, which promotes their understanding of writing for different purposes. Children are confident speakers and engage in fluent conversation. They use language imaginatively in their play and games and convey their needs confidently and effectively.

Children have many opportunities to develop their understanding of numbers as they count for a variety of purposes through their play and adult lead activities. Children develop their understanding of the mathematical concepts of colour, shape, size, weight and money as they make patterns and compare shapes and colours. Children enjoy regular access to the computer and to a good range of everyday technology. Children learn about different cultures and engage in practical activities to support their understanding of their immediate and wider world. For example; as they explore the season of Autumn they discuss the habitat of the hedgehog.

Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences and investigations in a range of planned topics. The good use of the imaginative play areas allows children to express themselves freely in their role play. Children enjoy a good range of well-planned activities that help keep them healthy and develop their physical skills. They demonstrate a good sense of space and move confidently during physical activities. They show good co-ordination when climbing, balancing, crawling and weaving in and out of obstacles. Children's fine motor skills are developing well as they use scissors and handle writing resources.

### **Helping children make a positive contribution**

The provision is good.

Children are developing a positive awareness of their own and other cultures through a range of resources, planned activities and topic work. They play with resources which reflect diversity within society, enabling them to see positive images of the wider world. Children with special needs are supported very well. Staff are particularly attentive to addressing each child's individual needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children's social, moral, spiritual and cultural development is fostered well. Children play harmoniously and staff use positive behaviour management techniques such as praise, explanation and encouragement. Children offer support to each other. For example, a child willingly helps another to do up his shoes.

The partnership with parents and carers is good. Staff use effective strategies to ensure that parents are fully informed of all group policies and procedures and are familiar with the daily routines. This ensures consistency for children between home and playgroup and enables children to feel settled and secure. Parents are fully informed about their children's progress and achievements through daily conversation with staff and the regular sharing of developmental profiles. Staff encourage parents and carers to visit with their child before admission and to stay with them as long as they wish. This helps children to settle confidently. Parents have many opportunities to take an active part in their children's learning as they provide resources and artefacts to support the various topics their children undertake and by participating in the parental rota.

## **Organisation**

The organisation is good.

The playgroup is managed by qualified early years professionals, who work together as a happy and supportive team. The daily routine is well organised, enabling children to quickly settle. This encourages children to feel secure within a gentle and fun environment. The premises are well organised, offering a highly stimulating and child-centred approach to learning.

Procedures are in place to ensure that all staff undergo appropriate vetting procedures before they work unsupervised with children. However, no clear procedure is in place to support the recruitment and induction of new staff. Visitors to the setting are accompanied at all times. Staff deployment within the group is effective. Children receive plenty of individual attention and benefit from small and large group activities which ensure that children are well supported in their play and learning experiences.

The leadership and management is good. All staff working with the children are appropriately qualified and experienced enabling them to meet the children's needs effectively. Staff have regular meetings to discuss practice issues, progress of all children and the curriculum planning. However, there are no formal systems in place for the appraising of staff, to support them in their role and to ensure that their training and development needs are fully met and extended. The clear objectives, defined roles and responsibilities of the whole staff team, ensures that children learn in a secure and stimulating environment.

## **Improvements since the last inspection**

At the last care inspection the setting was asked to; develop the behaviour management policy to include greater detail about methods used to manage unwanted behaviour; develop the child record form to include greater detail about children's individual needs; implement a key worker system; produce a policy for non collected children.

In addressing these issues improvements have been made to ensure a that staff manage behaviour effectively and consistently to promote children's understanding of right and wrong. Records are detailed to ensure that children's individual needs are fully discussed, recorded and met. Clear policies ensure that staff can act accordingly in the best interests of the children.

A key worker system has not been implemented. However, the systems which are in place ensure that children's care and educational needs are fully met by the staff.

At the last education inspection two key issues were raised; develop a more formal system to ensure the exchange of information about their children's progress and learning with parents, which is acceptable to all parents; provide supported opportunities for children to learn to recognise and recreate patterns and sequences; extend children's learning about the possible purposes for writing; record informal

observations of children's learning.

Positive actions have been taken in addressing the key issues raised. Clear planning ensures that children have many opportunities to practise their pre-writing skills and understand the purpose of writing. Children undertake many worthwhile activities to promote their understanding of sequencing through the re-creating and recognising of patterns. Staff make daily observations of children during their play and during focused activities which enables them to plan for their next steps in learning. Parents have many opportunities to share and discuss with staff the developmental progress of their children, to ensure that they can play an active part in their children's learning.

### **Complaints since the last inspection**

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have opportunities to independently access drinking water at all times
- improve and develop the procedures for the recruitment, induction and appraisal of staff to support their work with young children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)