

# Chasewell Playgroup

Inspection report for early years provision

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**Inspection date** 19/05/2010  
**Inspector** Tom Radcliffe

**Setting address** C/o Chasewell Community Centre, Avocet Way, Banbury,  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Chasewell Playgroup opened in 1973 and is managed by a committee of parents and carers. It operates from a community centre, which is situated in the grounds of The Grange Primary school in a residential area in Banbury. The setting has the use of the main hall and all the facilities and has an agreement with the neighbouring primary school to share its outdoor area at set times. A maximum of 32 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 9.00am to 11.30am in term time only. All children share access to a secure enclosed outdoor play area. There are currently 47 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four years. The setting mainly provides for children in the local area and currently supports a number of children with learning difficulties. The setting employs seven members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides an interesting and enjoyable play environment for all children. It works with a good understanding of children's individual characteristics and so is able to meet their learning and development needs well. Children are very actively involved in the child-friendly setting as they make choices and show good levels of independence. The setting has developed effective partnerships with parents, other settings and the local authority which helps to ensure that most children progress well. The provider has effective processes of self-evaluation in place from which the setting gains an accurate understanding of its strengths and weaknesses. This enables the manager and staff to set realistic but challenging targets to enhance the level of provision and outcomes for children.

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

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

- continue to develop outdoor play opportunities for children to ensure their all round physical development.
- continue to develop the use of assessment information to inform the planning of future learning intentions.

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

The setting makes concise and well written policies and procedures available to parents which ensures that it is managed efficiently, safely and in the interests of all its users. Children are well safeguarded as knowledgeable staff consistently implement effective procedures. All staff in the setting are vetted for suitability and procedures protect children at all times. Children are supported well by staff as they use resources and spend time in a setting that has been thoroughly risk assessed to minimise potential hazards. Children are able to make decisions about what they want to do and be independent in a safe and secure play environment. This allows children to become more confident and used to making appropriate decisions as they play indoors and outdoors. Staff have a good knowledge and understanding of effective working procedures and are able to promote children's good health and well-being, for example, in cases of illness or minor injury.

The provider uses well developed processes of self-evaluation. This allows all in the setting to have an accurate understanding of what they do well and what they may want to improve. The manager ensures that the views of parents, staff and children are taken into consideration which helps clear targets for future improvement to be put in place. The setting is very reflective about its work with children and staff use planned time to consider how outcomes for children can be improved. There have been improvements since the last inspection and the setting has developed its practice in order to deliver the Early Years Foundation Stage. The setting has effective partnerships with parents and with other settings to support the ongoing learning and development of children. This has a very positive impact on children's progress.

Children are able to play in a well organised, spacious and child-friendly accommodation. The setting ensures that children are able to access a good range of resources to promote their all round learning and development. Staff take every opportunity to promote child-led play and are deployed to be able to respond to children's needs and enhance their learning. Staff make timely interventions as they make suggestions, offer guidance and explain things to children. The setting promotes inclusive practice at all times as all children are treated as individuals with the capacity to make progress. Staff enable children to have age appropriate experiences from which they gain an understanding of their diverse world. Children with additional learning needs are well supported in the setting as an effective key persons system allows their learning needs to be understood and catered for.

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

Children are able to make progress as they spend time in the setting accessing a range of mainly child-led learning opportunities. The setting uses effective processes to understand children's starting points and staff make regular observations to gain an overview of their progress. Staff share information on children as they plan for their next steps in learning and take their individual

interests into account. The setting uses all assessment information to support children's progress and to help to ensure that children face interesting and challenging activities. Written records in use support this approach well and allow parents to be kept informed about the progress that children make. Staff facilitate children's play well and support their individual choices. As a result, children enjoy using role play equipment, mark making resources and construction sets. Children respond positively to adults as they make suggestions, for example, when sharing books or when using messy play resources. Children also enjoy taking part in adult-led activities in circle time as they learn about shapes, numbers and sing songs together. Staff deployment allows children to be supported and assessments to be undertaken. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. All areas of learning are given good attention, for example the setting's use of an outdoor play area is beginning to have a greater impact on children's physical development. Children's language development is promoted through conversations, skilful questioning by adults and by the children's understanding of written language. Processes of planning and assessment are largely effective. However, the setting's use of assessment information sometimes lacks focus and isn't always clearly related to children's future learning intentions. In addition, the setting should continue to develop the planned experiences that it makes available to children to support their progress, for example, when children play outdoors.

Children's welfare is promoted well by the setting. All children are safeguarded and they have a growing understanding of their own safety and that of others. Children's behaviour is very well managed as children show the ability to share, take turns and play together. In addition children show an increasing ability to be able to manage their own behaviour and organise their own play. Staff allow children to have an understanding of the varying needs of other children, for example, that children may have different capabilities based on their age and starting points. In addition children are able to concentrate and use skills in their play that they have already acquired. They also understand that different activities require different responses, for example, when in a group in circle time or when playing outdoors.

Outcomes for children are promoted well by the setting. Children enjoy being independent as they make choices and invent their own games to play. Children are interested in what they do and readily explore their play environment. Children feel safe while in the setting and learn about keeping themselves safe as they play indoors, outdoors and move freely at all times. They enjoy secure and supportive relationships with adults which allows them to have spontaneous conversations about themselves, their feelings and what is important to them. Children learn about their own health and healthy life choices as they see the value of exercise and talk about healthy eating. In addition, children face challenge well and usually respond positively to expectations that adults place on their ability to learn and make progress. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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