



Chalfont Village Playgroup

Inspection report for early years provision

Unique Reference Number EY302680
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Inspector Jane Plested / Judith Attridge

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Type of inspection Integrated
Type of care 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

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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chalfont Village Playgroup registered in 2005, there has been a playgroup on this site since 1992. It is a privately owned group and operates from a room in the Chalfont Community Centre in Chalfont St Peter, Buckinghamshire.

A maximum of 20 children may attend the setting at any one time. The playgroup opens Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 09.30 until 12.00. The children have access to a secure enclosed outdoor

play area.

There are currently 20 children aged from 2 years to under 4 years on roll. Of these, 5 children receive funding for nursery education. The children attend from the local area. The playgroup currently supports children who speak English as an additional language and children with special needs.

The playgroup employs three full time staff and two part time helpers. The manager and one staff member hold an appropriate early year's qualification, with two staff working towards further relevant qualifications.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children develop good personal hygiene. They learn how and why they need to wash their hands preventing spread of infection to themselves and others. The practitioner's good knowledge, together with well-organised first aid resources, ensures that they can treat minor injuries to children correctly.

The children experience opportunities to take regular exercise. They enjoy playing outdoors daily. They take part in physical activity on a variety of apparatus and have fun moving to music. As a result, children develop good physical skills and enjoy exercise both indoors and outdoors.

The children benefit from healthy drinks at snack time and there is water available throughout the session. This means children do not become thirsty and maintain good health through regular drinks. The children enjoy a variety of nutritious snacks.

The children become familiar with the food that they eat as they have the opportunity to explore fruit at snack time. For example, practitioners encourage children to look at oranges and bananas, exploring the smell and colour of the fruit. As a result, children develop a knowledge of healthy eating and learn about the food that they eat.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are generally safe whilst on the premises. All visitors sign in and there are safe collection procedures to ensure that only known or identified adults take children home or have access to the premises. The practitioners supervise children at all times; this substantially reduces potential risks to children.

The practitioners identify potential hazards, through assessment of the activities and implement safety measures to prevent possible injury such as non-slip mats at water play. Therefore, the children can play and move around with little risk of accident.

There are emergency evacuation procedures in place and practitioners know these. However, they do not practise these regularly. As a result, children will not be familiar with them.

The children have access to, and play with, a varied range of toys and equipment that are in good condition. These resources are suitable for the ages and stages of the children's development. As a result, children remain well occupied with good quality resources and enjoy learning.

The children's welfare and security is generally well protected. The premises are secure and there are good levels of supervision from practitioners that protect the children from harm. They demonstrate a clear understanding of child protection issues. However, the written policy lacks the required procedure to follow, if there is an allegation of abuse made against a member of staff. Consequently, the playgroup is not meeting a regulatory requirement.

Helping children achieve well and enjoy what they do

The provision is good.

All the children are confident and settled. They have opportunities to experience an interesting range of activities, which take place both indoors and outdoors. These support their learning and development in all areas. The children benefit from a clear routine to their day, which helps develop a sense of security and aids their independence. The practitioners know the children and are attentive to their individual needs. As a result, children and practitioners develop strong and caring relationships.

All the children participate enthusiastically in singing and physical play activities. They enjoy wiggling and waving arms and marching in rhythm to music. Following the activity the practitioner says 'I feel warm'. As a result, children have fun and learn about the effects of physical activity on their bodies.

The children are encouraged to share their experiences from outside of playgroup; these sometimes form a focus for the activities. For example, children shared memories of Guy Fawkes Night, to produce a splatter painting. This helps children to think about events and relate to the passing of time.

Nursery Education

The quality of teaching and learning is good.

The children experience a varied curriculum and they often learn through first hand experiences, such as gardening and cooking activities. The practitioners have a sound understanding of most aspects of the Foundation Stage Curriculum and they promote children's learning well during some of the activities. They do this for example, by using open questions, encouraging children to speak in a group and join in with songs and physical movement activities. They effectively promote children's good behaviour for example, by providing good role models and encouraging good manners.

The children make good progress toward most of the Early Learning Goals. However, the practitioners miss some aspects of children's learning in literacy and their creative development. Their Plans lack some detail but practitioners have strategies to make sure most of the 'stepping stones for learning' are covered. Some evaluation of the activities takes place.

There are no funded children with special needs but there are systems in place for their support. This is because of practitioner's knowledge and training. They use some of these skills to support children with English as an additional language. They regularly observe the children's progress. The records on the children take account of 'the stepping stones for learning'. However, these records on children lack sufficient evaluative content. The children's records are available to parents but practitioners do not share with these with them on a regular basis.

The children are secure in the setting. They enter the playgroup and quickly join in the activities. They speak with confidence at circle time, for example as they speak up to identify objects that are blue in books. They are motivated and persist well, at their self-chosen tasks, such as construction of train tracks and during role-play. As a result, children are self-assured, developing relationships and are busy.

The children learn about a variety of festivals such as Chinese New Year, and they see images of differences on both the displays and in the resources. Consequently, they gain an understanding of their own and others cultures.

The children freely describe their dough models with confidence, and talk spontaneously about shopping in a basket as part of their role-play activities. One child shows off pictures on her clothing and commenting 'I am a princess'. This shows that they are developing strong language skills. The practitioners effectively introduce a variety of words into children's vocabulary. For example, as they name different parts of the body during physical education activities or use descriptive words such as juicy to describe an orange.

The children join in enthusiastically with songs such as 'Twinkle Twinkle Little Star' and Christmas songs. This demonstrates that the children are familiar with a number of different rhymes and songs. The children experience several opportunities to read their name, however, they are not always encouraged to write their names on their work.

The children do not often choose to use the book corner. Consequently, children miss opportunities to develop the writing skills and to enjoy books. Practitioners miss opportunities to value the first language of children within the playgroup. As a result, children do not have the opportunity to experience another language in the setting.

The children count successfully in a group to nine as practitioners take frequent opportunities to do this during the session, such as at snack and when collecting hoops. Individually, three-year old children can count to five and beyond.

There are some more able children who can recognise symbols for numbers up to six and can identify a range of shapes such as, squares and triangles. The practitioners take opportunities to encourage children to calculate during sticking activities, singing

and cooking activities. As a result, children are developing a good range of mathematical skills.

The children explore with their senses when they model with dough, play in the sand and are encouraged to smell an orange. They confidently use tools, for example, they use spatulas when sticking, and rollers to flatten dough. They benefit from a range of interesting activities to learn about the natural world as they collect bugs to examine with magnifying glasses and plant seeds and flowers in the garden.

The children experience good opportunities to learn about the weather. They have a daily discussion at circle time during which, the practitioners encourage children to look out of the window to observe and understand the impact of different weather conditions. They talk about why we wear warm clothing. As a result, children learn that hats coats and scarves will keep them warm.

The children's physical development is enhanced as they learn to move in a range of different ways. As a result, they strengthen large muscles and develop co-ordination. They learn about their bodies and physical health and why some dietary choices are healthy, for example, that 'milk makes their bones strong'. They also enjoy learning about different parts of the body as they follow movements in songs pointing to their ear, nose and toes.

The children are confident in their recognition of colours that are both common and some that are more challenging. The art activities offer the children a variety of experiences from sticking, printing and splatter painting. But during some of these, the children's access to a range of resources and opportunities to make choices are limited. This reduces opportunities for children to express themselves freely. The children engage in role-play enthusiastically. They act out shopping and family meal scenarios imaginatively and enjoy the practitioners support in this play. As a result, children develop their ability to play imaginatively.

Helping children make a positive contribution

The provision is satisfactory.

The children benefit from practitioners positive attitude to inclusive practice. They know children well and consult with parents to make the appropriate adaptations. They have a range of skills and knowledge to support children with special needs. As a result, they are able to adapt the premises and activities to enable participation of a child in a wheelchair. The children experience activities to learn about the wider world and the local environment. For example, visits from a local police officer provide opportunities for children to learn about different roles in the community.

Overall, the children's spiritual, moral, social and emotional development is fostered.

The partnership with the parents of children who receive nursery education is satisfactory. The children's parents value the care and feel well informed about their children's care. However, parental access to children's progress records and the setting policies and procedures is limited by a lack of strategies to make them more readily available. Therefore, children's parents do not receive enough information

relating to their children's care and progress.

The children respond well to others and to the staff. They are aware of the boundaries, share and play cooperatively during imaginative play. Practitioners are good role models; they consistently encourage good manners and value children as individuals. For example, when children arrive they greet all children by name making them feel welcome. As a result, children are happy in the group and settle well.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory.

The children benefit from enthusiastic and skilled practitioners who work well as a team. They provide a warm and welcoming environment for children with good staff ratios.

The practitioners update their knowledge by regularly attending training courses, for example, 'Reflecting Cultural Diversity' and 'Birth to three matters'. As a result, they continue to build on their knowledge and understanding of childcare practice. The setting meets the needs of the range of children for whom it provides.

Some information relating to children's care is incomplete. The child protection and complaints policies are insufficiently detailed and equal opportunities policy does not fully reflect the setting practice. The parents are unaware of how to make a complaint. The planning for children's nursery education lacks some detail and records on children development lack evaluative content about children achievements. The practitioners do not take sufficient opportunities to share these records with children's parents.

Most of the required records on children's care are in place and well maintained. However, the setting is unaware of the new Addendum to the National Standards and therefore does not have a complaints log in place. Consequently, the playgroup is not meeting a regulatory requirement.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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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):

- update and review policies on equal opportunities, complaints and child protection
- review emergency evacuation procedures
- make available the settings policies and procedures

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):

- provide more opportunities for children to have fuller access to books and gain knowledge and experience of other languages spoken by their peers
- further develop the planning and record keeping procedures and put in place methods for sharing children's records with parents
- provide more variety in the creative resources to enhance children's opportunities for self expression.

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