

# Christchurch Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

119991

**Inspection date**

07/10/2010

**Inspector**

Lynne Lewington

**Setting address**

23 Waterden Road, Guildford, Surrey, GU1 2AZ

**Telephone number**

01483 568662

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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**

Christ Church Pre-school Playgroup is a community pre-school. The pre-school is run by a committee, the officers of which are Trustees of the Playgroup. The playgroup is a registered charity. The playgroup meets in the hall at Christ Church in the centre of Guildford. They have easy access to a secure outside play area.

Sessions operate on Monday, Thursday and Friday between 9.00am and 12.20pm during term time only. On Tuesdays the session is 9.00am until 12noon and if required a 12.30pm until 3.30pm session in the afternoon. There is a lunch club on Tuesday between 12 noon and 12.30pm. Children under three start at 9.20 on Mondays, Thursdays and Friday.

The group is a member of the Pre-school Learning Alliance. The setting is registered on the Early Years Register to care for a maximum of 26 children in the early years age range, none may be under 2 years. Currently there are 27 children on roll. The setting receives support from an Early Years Adviser from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Overall the provision is outstanding. The children demonstrate a high level of concentration and interest in the rich variety of activities provided in the setting. They are happy, settle easily and make positive relationships with their peers and the adults in the setting. The quietly enthusiastic staff team recognise children's individuality and plan very appropriately and effectively to encourage their development and welfare. Leadership and management are well organised ensuring that as a team they constantly reflect and build on the quality of the provision they provide.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor environment to provide a full range of learning opportunities in a safe environment

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

Robust measures are taken to ensure young children are safeguarded in this setting. A clear child protection policy is available for staff and parents. Parents are

informed briefly but clearly of the staffs role in safeguarding children in the parents prospectus. Staff demonstrates a clear awareness of what action they would take if they were concerned about a child in their care. A comprehensive risk assessment is in place in addition to the daily safety measures the staff undertake to ensure the children are safe and secure within the setting. Fire drills are regularly undertaken ensuring the premises can be swiftly evacuated if required. Appropriate checks are undertaken on all staff to ensure they are suitable to work with young children. Staffs are vigilant at all times and remind children in a calm but clear manner of dangers enabling the children to learn safe behaviours.

Good use is made of all the available space to provide the children with an attractive and spacious play environment. The currently unfinished outdoor play area is an exciting and interesting addition to the settings resources, the staff have clear visions of how it will be used to provide a free flow play environment. The indoor space is organized well enabling the children to freely undertake table top and floor play, independently make choices and access a wide variety of good quality age appropriate resources. Children are supervised in the toilet area where sensible provision is made to encourage and enable the their independence.

A comprehensive self evaluation of the service demonstrates the staffs commitment and knowledge of the service they provide. It accurately reflects the service offered and areas for further development which will further enhance the quality of the provision. The management and staff team reflect on the provision routinely in order to meet the needs of the individual children using the service. For example, they have a later starting time for the youngest children. This enables the older children to enjoy a more structured start to the day where they can share information and enjoy a story, whilst the younger children arrive a little later and immediately find an interest in an activity or toy of their choice.

Parents speak very highly of the setting. They comment on the warm welcome the staff provide and the friendly knowledgeable and helpful service they offer. Many parents appreciate the maturity and calmness of the staff which makes them approachable. Termly meetings enable parents to discuss progress and view learning journals which they also add valuable contributions to. Newsletters inform them of current events and activities in addition to the notice board in the entrance to the setting. Staff are sensitive to individual children and family needs and consequently adapt settling in routines to ensure the child is happy and the parent is confident to leave the child. Parents are encouraged to share their skills or knowledge with the children. For example, some parents share knowledge of their jobs with the children, this has included a pilot.

Children benefit from the partnerships the setting develops with other organizations in the community. They share information with schools the children move on to and welcome the reception teachers to visit the setting. They recognize the importance of sharing information with other settings children attend and are developing this aspect of their work. The setting welcomes the support of the Early Years advisers and participates in local area cluster and management meetings ensuring they keep up to date and well informed on relevant issues.

The detailed information provided by parents about their children interests,

development and needs helps the staff to understand and meet children's individual needs well. This simple information helps the staff to ensure the children experience activities which will enhance and encourage their development and interests enabling them to make progress in their learning. The resources available to the children reflect a diverse society and they learn through their activities about cultural and traditional celebrations. Currently they are making bread and collecting items for harvest time.

Leadership and management is very strong. Excellent systems are in place to ensure all the requirements of registration are met. Policies and the risk assessment are regularly reviewed and updated ensuring they meet current requirements and are relevant. The staff team are well supported and encouraged to develop their skills through annual appraisals and attendance at training courses and workshops.

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

Children confidently separate from parents and join in the activities available to them. The rich learning environment is attractively set out enabling the children to move freely between activities, play independently and also enjoy the company of playmates and the staff. Staff are skilled and observant interacting quietly and patiently enabling the children to explore and discover. They extend children's learning through careful comment, modelling and questions. Staff praise the children meaningfully and show that they value their work through their comments and by encouraging the children to include some items in their scrapbooks. The session routine encourages children's sense of security and enables them to develop their ability to co-operate and work with others. Informative observations of the children are undertaken at each activity and used to plan further learning experiences relevant to individual learning needs.

Children demonstrate increasing personal, social and emotional skills as they learn to share the wheeled toys in the outdoor play environment. At snack time they sit together in a small social group, taking turns to pour their drinks with increasing skill. Sustainability is encouraged as the children all help to pack away the toys and learn to look after them and use them appropriately.

Attractive fact and fiction books are easily available for the children's use. They enjoy story time and use the books independently carefully turning the pages and looking at the pictures. They have many opportunities to make marks and use pencils, crayons, paint and water to make marks in a variety of activities. Some recognize words have meanings and are beginning to recognize their names as the adult writes on their pictures. Children use clipboards throughout the setting to make marks on paper as they play and also mimic the adult's actions. Language development is encouraged well through action songs. For example, the children learn words and actions as they participate in a fun group activity with a large piece of stretchy fabric.

Children experience many opportunities to develop their problem solving, reasoning and numeracy skills as they play. For example, they use the dough where they consider shape, position and size, they break lumps off to share and one child made a birthday cake with candles to celebrate an adult's birthday. Children enjoy sorting and playing with the russian dolls and the different sized and coloured teddy bears developing their ability to match and be aware of size, shape and position.

Children's knowledge and understanding of the world is encouraged through opportunities to play in the outdoors where they can develop their natural senses. They show interest and wonder as they look with an adult at a spider and its web. Children demonstrate increasing skill as they use the keyboard and mouse at the computer to undertake games and activities with adult supervision.

Children show high levels of physical development as they skilfully use the dough tools, the pencils and paint brushes, build with construction toys and show increasing skill at dressing dolls. They move confidently around the setting, participate enthusiastically in group action song activities and use wheeled toys skilfully in the garden.

Children use the paint enthusiastically to create their own pictures, they independently draw, create cakes and make patterns in the dough. They enjoy playing shop with a variety of real and pretend produce in their shopping baskets. The many activities they have access to and the skilful interaction with the adults provides the children with rich learning opportunities across all the areas of learning enabling them to develop interests and skills for the future.

The high standard of adult interaction and excellent organization of routines enable the children to gain a strong sense of security. They demonstrate excellent behaviour and respond well to the adults reminders to walk and share. Adults talk to them about safe behaviours and set good examples. Stories and activities also help the children to learn how to keep themselves safe.

Snack time provides a key opportunity for the children to develop their awareness of healthy routines. Many independently clean their hands with hand cleanser and the new children are supervised in the task before they settle at the table for their healthy snack. Parents provide the fruit snack which is followed by a plain biscuit and a drink of water or milk. This enables the children to have sufficient energy to continue to enjoy their activities. The adapted toilet and hand washing facilities enable the children to learn hand washing at the sink. Children freely move around the setting and the new outdoor environment when fully completed will further increase the already very good opportunities for physical activity in the fresh air.

New children soon settle in this calm environment. All the children appear happy, confident and secure developing good relationships with the adults and children around them. They confidently ask questions and wait for answers, for example asking what the inspector is doing. Staff demonstrate excellent manners to the

children and consequently the children follow their example.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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