

Chewton Common Playgroup

Inspection report for early years provision

Unique reference number

EY313787

Inspection date

12/11/2010

Inspector

Fiona Robinson

Setting address

Highcliffe St Mark Primary School, Greenways, Highcliffe,
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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

Chewton Common Playgroup was registered in 2005 and operates from two rooms within Highcliffe Primary School. Children attend the setting from the local area. There is ramped disability access to the building. All children share access to a secure enclosed outdoor play area. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 26 children aged from two to the end of the early years age range may attend the playgroup at any one time. There are currently 61 children on roll, of whom 40 receive funding for nursery education. The playgroup is open each weekday from 8.45am to 11.45am and from 12.00pm to 3.00pm during term time only.

Eight staff work directly with the children, seven of whom hold appropriate early years qualifications. The other member of staff is working towards this. The setting receives support from Dorset Sure Start. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at Chewton Common Playgroup is outstanding. Children are very well-cared for in a stimulating, rich and creative learning environment. They are all fully included in a wide range of activities and achieve very well. Partnerships with parents and carers and the host school are excellent, because information is shared very effectively. The manager and staff have a very secure knowledge of the setting's strengths and areas for improvement. They demonstrate an excellent capacity for future development.

What steps need to be taken to improve provision further?

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

- enhance the use of technology in the setting to record and share the children's day-to-day experiences

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding. Children's safety is protected very well because staff

have an excellent knowledge of safeguarding routines and child protection procedures. Risk assessments are carried out daily to ensure that indoor and outdoor environments are kept safe. Comprehensive policies and procedures are fully implemented. Security is given a high priority and the children are very well-supervised in the setting. There are rigorous collection procedures in place, which are followed carefully by parents and staff. There are also robust staff recruitment and vetting procedures in place to ensure that adults working or having contact with the children are suitable. Children play with an excellent range of equipment that is safe and appropriate for their age. The outdoor environment is fully enclosed and well-maintained.

Partnerships with parents and carers are outstanding. They say that their children really enjoy coming to the setting because activities are interesting and varied, and they have lots of fun. They are kept very well-informed of their children's achievement and progress through daily exchange of information with key staff. More formal termly meetings take place where they look at their children's individual learning journeys. Parent's skills are well-used within the setting, for example a parent who is a physiotherapist talked to the children about her work as part of a theme on hospitals. Parents receive compressive information about topics and fundraising events through newsletters and the parent's notice board. Partnerships with the host school are excellent because the pre-school shares information very effectively with them. Staff are also involved in a joint story making project with Foundation Stage staff to develop children's reading and writing skills. There are very effective partnerships with outside agencies for children with special educational needs and/or disabilities.

The pre-school is very well-led and managed. Excellent progress has been made in addressing the recommendations of the previous inspection. In particular, policies and procedures are regularly reviewed and updated. Staff meet regularly to discuss topics, planning and assessment. Excellent self-evaluation procedures are in place. Staff value the views of parents and children and the host school when identifying areas for improvement. There is a very clear understanding of strengths and areas for development. Currently, staff are developing the use of technology in the setting such as the digital camera, so that they can encourage children to record and share their experiences for each other and their parents and carers. Staff appraisals are carried out annually and they access relevant training to enhance their practice. Staff actively promote equality and diversity and work hard to ensure children are fully integrated in a wide range of activities. They make imaginative and effective use of resources to meet the children's individual needs. The manager and staff work very well together to provide high quality provision.

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

The children benefit from very well-planned and organised play in an exciting learning environment. They achieve very well in their activities. Staff value the children's views and incorporate these in the planning and choice of activities. Topics such as journeys enrich their experiences. Staff evaluate their planning

carefully and use the information very effectively to plan the children's next steps in learning.

Children behave very well because staff have high expectations and the learning environment is organised to their needs. They discuss their feelings in circle time and are encouraged to solve their own problems. They willingly help to prepare snacks for snack time and have excellent relationships with one another. Children are fully included in activities and extra care and sensitivity is shown to children with special educational needs and/or disabilities, and those who speak English as an additional language.

Children develop an excellent understanding of keeping healthy and safe. The setting has achieved the Gold Healthy Eating Award as part of the Healthy Early Years and Childcare Award Scheme. Children enjoy physical exercise such as running, yoga, climbing and jumping. They are keen to ride their pedalled vehicles and walk along balance trails. Children are encouraged to make healthy choices at snack time and choose healthy fillings for their sandwiches. They learn to use equipment safely as they prepare vegetable soup, fruit salads and smoothies. Their independent skills are developed well as they pour their own milk and water. Children benefit from talks on safety from policemen and firemen. They take an active part in carrying out risk assessments and are very familiar with the fire evacuation procedures, which they practise regularly.

Children are enthusiastic, motivated and confident in their activities. They respond very well to the care and support they are given. The provision for communication, language and literacy is excellent. Children listen very carefully to stories such as 'We're Going on a Bear Hunt' and are keen to search for him in the outdoor area. Children's mark making and emergent writing is developed well and displayed throughout the setting. Most children can write their own names and count to twenty and beyond. They enjoy singing counting songs such as 'Five Little Bees in a Beehive' to practise their counting skills and can identify shapes such as triangles, squares, circles, cubes and diamonds.

The children confidently practise their computer skills; however staff have identified the need to extend the use of technology in activities, such as introducing the interactive whiteboard to aid learning and to encourage children to record and share their experiences for each other and their parents and carers. They enjoy their work on story making and their creative skills are developed well. They made colourful collages and pictures for a bright display on Bonfire Night. They cooperate very well as they build dens out of branches in their outdoor area and enjoy completing problem solving activities. They carefully considered bat conservation in their outdoor garden and were successful when they entered their garden in a recent competition.

Their imaginative skills are significantly enhanced by the excellent resources provided by staff. Children have recently been inspired by a musical parent and enjoy making their own music. Festivals such as Harvest, Diwali, Christmas and the Chinese New Year bring enrichment to the children's experiences at pre-school. They especially enjoy listening to stories, food tasting and dressing up. Overall, the children are very well-prepared for their next stage in learning in this stimulating and inclusive setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

Outcomes for children in the Early Years Foundation Stage	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met