

# West Chinnock Play School

Inspection report for early years provision

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<b>Inspector</b>	Anna Sketchley
<b>Setting address</b>	Scotts Way, West Chinnock, Crewkerne, Somerset, TA18 7PT
<b>Telephone number</b>	01935 881 170
<b>Email</b>	
<b>Type of setting</b>	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

West Chinnock Play School opened in 1999 and operates from within the hall of West Chinnock Primary School, West Chinnock, Somerset. It is a sessional pre-school with charity status and is run by a parental committee of volunteers. It works very closely with the school and local community.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for 18 children from the ages of two to five years at any one time. The pre-school is in receipt of government funding for some children. There are currently 19 children on roll between the ages of three and five, with six children under the age of three years. The pre-school is open every morning from 9.15am until 12.15pm, during term time only. As well as the school hall and toilet facilities, children have access to the outdoor play areas within the school grounds.

West Chinnock Play School employs a pre-school leader who holds a National Vocational Qualification (NVQ) Level 3 in Childcare and Education and the Diploma in Practical Practice, also at level 3. Of the four other members of staff, three are appropriately qualified at NVQ level 3. One is currently undertaking NVQ at Level 2 in Childcare and Education. Support and curriculum advice is given by advisers from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

West Chinnock Play School is a good, inclusive setting that generally meets children's individual needs well. Children experience a safe, warm and stimulating environment in which staff promote good learning and provide very good care. All children, including those with special educational needs and/or disabilities, enjoy a wide range of activities across all areas of learning, both indoors and outside. There has been good improvement since the last inspection and there is a strong commitment to the development of all staff. This is enabling the setting to have a good capacity for further improvement.

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

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

- develop further a continuous process of self-evaluation which is clearly built into the management system
- ensure that the views of parents and carers are regularly sought and that there is a regular two-way flow of information with regard to children's learning and development.

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

Significant improvements have been made in safeguarding children and it is now a strong feature. Examples of this include methods for recording existing injuries to children and obtaining full details of visitors. Safety routines are visibly displayed enabling all staff to consistently check that policies are fully adhered to. A comprehensive file exists and includes all the required policies and procedures. These are implemented fully and support the very good routines on a daily basis. For example, there is gentle but firm insistence on washing hands before snack and after using the toilet, and positive, effective management of behaviour. Adults have a strong regard for children's welfare and, as a result, children learn in a calm, safe and healthy environment.

The three recommendations made at the previous inspection have been fully addressed. Staff have recently been involved in the use of the Early Years Foundation Stage self-evaluation form to help them validate their own good practice and to identify priorities in the drive towards even further improvement. This is resulting in practice being carefully reviewed and developed. However, the self-evaluation process is not yet continuous or carried out on a sufficiently regular basis in order to be fully effective in picking up emerging strengths and areas for where improvement. Planning across all areas of learning and at different levels of detail is particularly strong, demonstrating clear links between assessment and planning. This ensures each child's learning and development needs are met well. Staff are committed to their own professional development. They constitute a skilled workforce that makes a significant contribution to children's good progress at the Playschool. Resources are good and staff well deployed inside and outside so that activities are stimulating and fun.

Links with other settings and outside agencies is a strength. An excellent relationship exists with the school whose site the pre-school shares, particularly the use of the exciting outside area. There are also good links with another local primary school. Sharing good practice with the primary schools, for example, in teaching letters and sounds and number, plus preparing children for the transition to their Reception year in school, are other strong features. This is enhanced by regular visits to school during the summer term. Staff enlist help from the local authority when the need arises, especially for children with special educational needs and/or disabilities. For example, this includes the support from agencies, such as speech therapy whose programmes are followed for individual children. Particular staff are designated as coordinators for these children and are responsible for ensuring that their needs are fully met.

Relationships with parents are good. Parents value the pre-school, saying that their children really enjoy their time here and are very safe and well cared for. It uses a variety of events to include parents in its work, such as the Easter Bonnet Parade and Christmas nativity play. However, the views of parents are not regularly sought and they do not as yet contribute to the record of their child's development. The pre-school is planning to introduce parents' meetings in the near future.

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

The pre-school is a well organised setting where children choose from a good range of learning activities and resources. Relationships are excellent, as was demonstrated by the way any child who finds it difficult to detach from a parent settles immediately when welcomed individually by a member of staff. On arrival, all children are greeted with a smile and warm welcome. They cannot wait to begin to play with well set out resources, especially the high quality dressing up clothes. Many boxes of resources are correctly labelled, including children's personal trays, encouraging them to choose or put away equipment. Staff consider the children's needs as a priority. This is a particular strength of the pre-school and is well developed through detailed planning at an individual child level. Regular assessment is meticulously carried out and informs the next steps in learning for each child. These are then included in plans for the following week. Assessments are collected on a regular basis and build a 'Key Record' for each child that contains information about their learning and pictures of special moments in their development. These are presented to parents as a lasting record when children transfer to school. A 'Personal Pathway', linked to the stages of development in the Early Years Framework, is passed to the receiving school when children begin their Reception Year, ensuring a seamless transition.

Accommodation places some constraints on 'free flow' between indoors and outdoors, but a full range of learning activities is available in both areas. Children greatly appreciate and enjoy being able to choose for themselves wherever they are playing. Making these choices enables children to make good progress in developing independent and physical skills. During child-chosen activities, staff involvement in children's learning is particularly well established through good questioning and just the right amount of timely intervention to ensure that children make the best progress they can. Girls and boys alike have great fun programming the robot to visit the shops pictured on the mat. With the help of an adult, they learn to count the squares and move the robot in different directions. They thoroughly enjoy dancing to their favourite music, strengthening their physical control and demonstrating through their activities that they know how to keep safe by being aware of others and carefully using the space around them. Children contribute well to their learning in both child and adult chosen activities. They make Mothers Day cards, pot plants, dress up, rub across large raised numbers, name shapes and colours, enjoy books in the book corner, tell their news, and build up their knowledge of letters and sounds through games and stories.

Children develop good personal and social skills during snack time, when tidying up or taking turns whilst playing together. All these skills are preparing them well for the future. Staff are very good role models for the children in the way they treat each other. They ensure a positive learning environment through constant praise and encouragement. Children develop a good understanding of healthy living. At snack time they choose their own fruit and a drink of milk or water. They understand that fruit and vegetables are good for you, one remarking that it will 'make me strong!' They understand the importance of washing their hands 'to stop

germs'. Water is readily available to children at all times. Children make a positive contribution within the setting, self registering themselves and helping to tidy up. They enjoy visits from local services, such as a fireman and ambulance man, visit a local farm, join with the school at church occasions and raise money for others. These events help the children to think of others and to contribute well to their local community.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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