

Challock Pre-School Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Challock Pre-School Playgroup is privately owned and opened in 1995. It operates from the first floor of a village hall in Challock, a village between the towns of Ashford and Faversham. There is one play-room and the hall has its own separate kitchen and cloakroom facilities; there is a further hall on the ground floor available for physical play. Children are also able to play outside in the adjacent playground and playing field.

The pre-school is registered on the Early Years Register. A maximum of 12 children may attend the pre-school at any one time and there are currently 23 children roll attending a varying amount of sessions. The pre-school is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The pre-school opens five days a week during term-time with session running from 9am to 12pm.

There are three members of staff employed to work with the children, all of whom hold relevant early years qualifications. The pre-school receives funding for the provision of free early education and is a member of the Pre-School Learning Alliance

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have great fun playing with their friends in the safe, inclusive and exceptionally well resourced pre-school environment. They make good progress in all areas of their development as a result of the broad range of activities on offer and the care and attention given to meeting their individual needs. Systems are generally very efficient and a strong commitment to self-evaluation supports the staff team to identify the strengths and weaknesses of the provision. Children gain significant benefit from the strong focus placed on communicating effectively with their parents and carers and the excellent arrangements in place to work with other professionals.

What steps need to be taken to improve provision further?

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

- review the systems to plan for children's next steps to include greater detail which can be shared with parents and carers
- further develop the systems in place to monitor the progress of the group as a whole in order to identify any gaps in achievement

The effectiveness of leadership and management of the early years provision

Children are protected by a range of clear and appropriate safety procedures including robust recruitment and vetting processes. Risk assessments are undertaken to identify any potential hazards and these are reflective of the ages and stages of development of the children attending. Staff are very conscious that other parts of the building are sometimes shared by other users and are extra vigilant in their supervision of the children at these times. However, overall they are able to offer children a very good level of independence and very appropriately support them to learn how to keep themselves safe. Staff are trained to identify the potential signs and symptoms of abuse and clear written policies outline their understanding of the process to follow should they have any concerns. The required medication and accident records are maintained including details of any existing injuries present when the child arrives at the setting.

The manager and staff team work extremely well together creating a relaxed and welcoming environment for the children and their families. Highly efficient systems and processes ensure the smooth running of the service and enable staff to monitor children's progress. There is a strong commitment to self-evaluation and ongoing improvement. The views of parents, carers and children have been sought and the resulting changes in practices have generally been very successful and impacted positively on the experiences for children. Contact books have been introduced, as have 'wow' vouchers which provided for parents and carers to record details of any significant achievements that have occurred outside of the setting. The arrangement for recording children's future goals has been revised but the newly introduced system offers less information than was previously supplied to parents and carers. This means that whilst they are generally very well informed about their child's progress, parents and carers do not receive clear, detailed written information about the specific next steps planned for their child. This is, however, largely compensated for by the good verbal communication that takes place. The manager and staff team have recently begun to analyse the data gathered by comparing children's progress records in order to identify any gaps in achievement. Whilst in its early stages, this process has already led to an increased focus on the promotion of activities which support children's problem solving, reasoning and numeracy development.

The room used by the pre-school is bright, attractive and wonderfully child-centred. The walls are adorned with a mix of posters featuring positive images of diversity and very creative displays of children's art work. An outstanding range of toys and equipment are provided and these are extremely well maintained, invitingly presented and carefully chosen to reflect the preferences and needs of the children attending. Children are able to easily select items and happily transport their toys around the setting to support or extend their play.

The procedures in place to support children with English as an additional language as well as those with special educational needs and/or disabilities are entirely appropriate. The pre-school manager takes lead responsibility to coordinating the provision for children's additional needs and has excellent arrangements in place to

work with other professionals. Similarly impressive relationships are maintained with other early years professionals involved in delivering the Early Years Foundation Stage to the children. Staff have been extremely proactive in making contact with the other providers in order to share information which supports all parties to provide consistent and coordinated care.

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

Children make good progress in all areas of their development and are developing very good social skills, interacting easily and very positively with their peers and the staff. They display beautiful manners and are very considerate. There are many shared jokes between the group for example children teasing a member of staff with toy rodents and lots of laughter as staff pretend to sweep children up whilst tidying away. Children's happiness is evident as they spontaneously burst into song whilst they play. The staff team is small and well established and, as a result, children form trusting relationships which enable them to feel confident to explore and experiment in a secure and comfortable environment. Children also demonstrate an excellent understanding of their personal safety, confidently discussing how they should behave when travelling between the group room and the outdoor play area in order to keep themselves and their friends safe.

Children receive excellent opportunities to explore their environment and choose the activities they wish to take part in and, as a result, are becoming very independent in their learning. There are constantly charming and very interesting conversations taking place which, along with opportunities to share news in 'show and tell' sessions, support children to develop their language skills as well as promoting their confidence and self-esteem. They use very expressive language for example, describing a fairy as having 'fluttering' wings, and a tower of bubbles as 'ginormous'. In addition they very effectively negotiate and reason with the staff and their friends. Whilst there is an exceptionally strong sense of camaraderie and friendship amongst the group, children are also comfortable playing on their own if the mood takes them.

Strong focus is placed on supporting and encouraging children to use their imagination and to take part in creative activities. They enjoy exploring the excellent range of art materials and concentrate intently as they produce expressive and individual art work. They also thoroughly enjoy dressing up and engaging in role play games with their friends. Good opportunities exist for children to use computers and equipment such as cameras and tape recorders. They also competently manage a range of practical tasks such as pouring their own drinks, tidying away toys and putting on their jackets and hats. These skills, together with their developing independence and high levels of achievement, ensure that children are well prepared for the future and for their transition to school.

Children's physical development is well supported both inside the group room and in the outside play area. Adult directed exercises within their room are extremely

popular and help the children to develop their coordination whilst also learning to follow instructions. The pre-school also uses the large playing field directly outside the building as well as a fully enclosed play area with fixed equipment. Children make very good use of this equipment, competently negotiating the various climbing frames. In addition to regular exercise, children also learn about the importance of good nutrition and good personal hygiene in order to maintain a healthy lifestyle. They enjoy nutritious snacks and meals, planned to reflect their individual dietary needs. They are also developing good personal care routines, washing their hands after using the toilet and before sitting down to eat.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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