

Chipping Campden Pre-School Playgroup

Inspection report for early years provision

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Inspector	Caroline McKellar
Setting address	Old Telephone Exchange, Littleworth,, Chipping Campden,, Gloucestershire, GL55 6BD
Telephone number	01386 841699
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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

Chipping Campden Pre-School Playgroup is managed by a committee made up of parents of children at the group. It registered in 1977 and operates from an open-plan building in an old telephone exchange in the North Cotswold town of Chipping Campden, Gloucestershire. The playgroup has sole use of the room which is leased. There is an enclosed, outdoor area with grassed and partially-covered patio surfaces. A maximum of 13 children may attend the playgroup at any one time. The playgroup is open on weekdays from 9am until 2.30pm during term time. There are currently 22 children aged from two years two months to under five years on roll. The playgroup receives funding for free early education for children aged three and four years. Children attend from the local community and surrounding villages. The staff have experience of supporting children with special educational needs and/or disabilities. The playgroup employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a level three qualification. Through its membership of the Gloucestershire Playgroup and Toddler Association, the playgroup receives support from fieldworkers. The group has links with the local school and church. It is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup offers a very welcoming environment to children and their families and children's individual needs are met well. All staff have a good knowledge of safeguarding, so children's welfare is protected effectively overall. Since the last inspection all previous recommendations have been implemented and the playgroup has been proactive in driving improvement further. This demonstrates a good ability to maintain continuous improvement. The playgroup is well resourced and the deployment of resources supports children's independence. Good use of the outdoor area enhances the children's ability to achieve and enjoy in their own learning, so overall progress is good.

What steps need to be taken to improve provision further?

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

- support children's safety further by checking that broken equipment is made safe or removed promptly
- improve the assessment system further by recording all children's next steps in their 'learning journeys' so that a consistent approach to record keeping is established.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted by adults who have a good understanding of safeguarding issues. All staff have a thorough knowledge of child protection and the playgroup is aware of how to implement the safeguarding policy and procedure to ensure the safety of all children in its care. Background checks have been carried out for all staff and only these adults may work with the children without supervision. The playgroup carries out risk assessments for the indoor and outdoor environment and these are mostly effective in minimising risks to children. Staff training is important to the playgroup and this leads to children being cared for by well qualified and experienced adults.

The playgroup is committed to promoting equality and diversity and uses its strong partnerships with parents to support this. Staff willingly provide useful support to the wider family, in order to help children's progress. Children's individual requirements are well met. The playgroup has experience of working with children with special educational needs and/or disabilities, seeking appropriate additional help as required. The playgroup provides resources for children to represent diverse cultures such as books, dolls and posters. This helps children to achieve an understanding of the wider community.

Relationships with parents are extremely well established and the playgroup works exceptionally well with families that use their services. Parents are kept extremely well informed of the activities and events surrounding their children's time at playgroup through a series of useful communications including newsletters, informal chats, regular key person contact and innovative coffee mornings with a key person's group of parents which are well attended. Children's 'learning journey' records are freely available to take home and share with other members of the family.

The playgroup engages parents, staff and committee well in helping to reflect on its provision. Key person meetings evaluate what the playgroup does well with parents and this is fed back at staff meetings. Staff meetings also reflect on self evaluation and these are then fed back to committee meetings, so all voices are heard. This evaluation has resulted in well targeted plans for the future including a more comprehensive range of outdoor musical resources, a more permanent outdoor painting area and plans to involve the children more in the preparation of their snacks. This demonstrates the playgroups forward vision and determination to improve outcomes for children.

Staff training and development is a key factor in driving improvement and raising standards in the playgroup. Staff have also attended key person and outdoor learning training which has been introduced to the children through planting and growing experiences in the summer with further plans to extend this in the winter. All staff have a positive attitude to continuing professional development and this is supported by the encouraging attitude of the manager.

Staff are deployed well and are attentive to individuals and groups of children and interact with them effectively. Most resources are of a good quality and this supports children's enjoyment of the activities that are on offer. The playgroup offers free flow indoor/outdoor play and children can choose their own activities from the extensive range on offer. The playgroup also has a commitment to sustainability and the good use of consumables such as paper.

The playgroup takes a lead role in establishing effective working relationships with other settings and works to maintain these for the continued benefit of the children in its care. The playgroup works with other providers in the local area and has built up a good support network with local primary school teachers which leads to positive inductions for children.

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

Children are well supported when leaving their parents and their individual needs are well met by the high adult/child ratio. Every child has a key person who builds an effective relationship with the child and their family. Adults in the playgroup also have an in-depth knowledge of other children such as their backgrounds and families. Overall, children's behaviour is good and any unwanted behaviour is dealt with in a timely and sensitive manner. This helps children to feel safe and secure.

Adults consistently speak with children about their activities and encourage them to talk about what they are doing. This helps children to become good communicators. Children have their own peg and drawer at the playgroup and this helps children to develop a sense of belonging.

Children are able to select from a large range of activities covering all areas of learning, both indoors and outdoors. This range includes magnets, digging in the garden, climbing, drawing and role play. This helps to ensure that all children make good progress towards the Early Learning Goals.

Children are extremely well supported in staying very healthy at the playgroup. They are offered a vibrant range of healthy snacks each day which consists of fruit and vegetables in plentiful quantities. Children are able to choose how much time they would like to spend playing in the garden, accessing fresh air and using the multitude of physical equipment provided to keep them healthy such as climbing equipment, stilts and ride-on toys. This practice all helps children to develop excellent healthy habits.

The playgroup staff plan a good range of both adult and child led activities on a daily basis. Children are able to choose which activities they participate in and this leads to increased enjoyment in their learning. For example, children choose to examine sheep by looking through binoculars. Adults remain close at hand to support children with their chosen activities. Children have the confidence to ask for help or assistance when necessary. Adults also offer prompt praise when children are seen to be developing a new skill and this helps children to develop a sense of achievement in the playgroup. They behave well. They learn to use appropriate tools, such as scissors, safely. Assessment systems are good overall.

These detail the activities that children have taken part in and the areas of their learning but not all detail children's next learning steps consistently, so sometimes individual requirements may be unclear.

Children's work is displayed in the setting, both indoors and outdoors and this adds to their sense of belonging and raises self-esteem. Children are also able to make spontaneous contributions to the sessions such as bringing in a birthday cake and sharing it with friends. This adds to their enjoyment and shows they feel part of the playgroup, but they learn too that it is not sensible to eat too much cake.

Learning through play is emphasised and children are encouraged to learn and practise skills for the future well whilst playing safely. This includes writing their name in chalk outside, counting sheep in the garden and researching their individual interests on the internet with the help of a supportive adult.

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	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	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	2
The extent to which children adopt healthy lifestyles	1
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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