

Charlton Playgroup

Inspection report for early years provision

Unique reference number 220293
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Inspector Hayley Lapworth

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Type of setting Childcare - Non-Domestic

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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

Charlton Playgroup was registered in October 1992 but first opened about 40 years ago. It operates from rooms within the Memorial Hall in the centre of the village of Charlton. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens five days a week during school term times. Sessions are from 9am to 3pm, Monday to Friday. Children are able to attend for a variety of sessions. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 41 children on roll.

The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications to Level 2, Level 3, Level 4 and Early Years Professional status. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and are making excellent progress in relation to their starting points. Children are fully safeguarded as staff know their responsibilities in the event of a child protection concern. Many potential hazards to children have been minimised and most are included on the written risk assessments. Partnerships with parents are secure and methods used to obtain information about children's learning at home are being developed. The management team have a clear vision for the future and equality and diversity is given high priority.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 31/05/2011

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

- develop further methods to encourage parents to share their observations of the children's learning at home.

The effectiveness of leadership and management of the early years provision

The manager and staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. Staff attend training regarding safeguarding to keep their knowledge up-to-date which helps to protect children from harm. The setting has robust recruitment procedures in place to check staffs initial and ongoing suitability to work with children and to ensure they know their responsibilities. The deployment of staff is highly effective which ensures the children are supervised at all times as well as being supported in all areas of their learning. A written risk assessment identifies how most potential hazards on outings and in the setting have been identified and addressed. However, there are two missions. This potentially may impact upon the children's safety.

The manager and staff work as a cohesive team and together they have completed a range of training workshops to compliment their existing early years qualifications. For example, staff access training on working with autistic children, first aid and food hygiene. In addition, the manager has recently been awarded early years professional status. All of which impact positively upon the quality of care provided. All staff are aware of the setting's policies and procedures and they effectively implement these to promote children's welfare, safety and development. They are actively using a self-evaluation process which identifies their priorities for the future. For example, they are developing methods to share information with other providers where children attend more than one setting. Parents views are also considered and changes are made to address their needs. For example, the group recently responded by providing a holiday club over the Easter period.

Strong partnerships are in place to help children with the transition between playgroup to the reception class. Good relationships are developed with parents and carers, this means they are well informed about the provision and their children's needs can be consistently met. At the onset of care parents are asked to share what they know about their children's learning to help the staff determine their starting points. Systems used to encourage parents to continue to share their children's learning at home are being further developed. Parents are provided with a range of written policies and procedures, including lost child, complaints, behaviour and safeguarding. Parents are invited to attend an annual meeting to look at their child's development with their child's key worker. Most parents who expressed their views during the inspection are very happy with the service. They especially appreciate the time given to children to help them settle. Methods are secure in ensuring that the needs of children with English as an additional language or special educational needs and/or disabilities are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs.

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

Children are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are happy, enthusiastic and keen to learn. Planning is flexible, responding to children's individual interests and needs and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Resources are very effectively deployed for indoor and outdoor learning, they are plentiful, safe and clean. Many of the resources are exciting and grasp children's interests extremely well whilst encouraging their natural curiosity as learners. Children are confident and articulate individuals who love to share their own experiences with staff and visitors to the setting. Their personal, social and emotional development is particularly strong. All children are very well settled and their self-esteem is superbly fostered. This is achieved through staff continually praising their achievements regardless of how big or small their achievements may be. For example, they praise them for answering their names at registration time, for helping to tidy away and creating their own games. Children's independence is fully promoted, for example, they have excellent opportunities to serve their own snacks and drinks and make choices about their own play.

Planned activity sessions ensure that children's individual interests are encouraged. For example, superb resources are made available to allow the children to create their own imaginative play. For example, a group of boys use a large sheet of shiny blue fabric as the sea and pretend to be sharks swimming around in the water. Whilst a group of girls organise an adventure in the jungle, preparing a picnic, wearing safari hats and avoiding the tigers. They make maximum use of what is available to them and improvise to ensure everyone on the adventure is wearing a hat. Language development is continually promoted by staff. They show a real interest in what the children have to say. They listen intently and further promote conversation with explanations about how things work. For example, staff explain how magnets work and how to use magnetic letters. They then ask the children to experiment on which way the magnet has to be positioned and encourage them to discuss their findings. As a result, children's language and conversational skills are developing at a great speed. Children effectively learn how to keep themselves safe. They learn about road safety through trips in the local community, such as, visiting the local cemetery. Children also help one another to stay safe. For example, during the jungle adventure children say to their peers 'be careful when you are climbing or you might slip.' Consequently, they are also showing care and concern for one another.

Children are aware of good hygiene practices and healthy eating. Regular activities and discussions about foods that are good for their bodies promote this learning. Each snack time includes a variety of fruits that are provided by the parents. Information is shared with parents to help them ensure their children's packed lunches are nutritionally balanced. Children are active and understand the benefits of physical activity. Their learning is promoted fully in the outside area which is used everyday. They thoroughly enjoy a superb range of experiences through the free flow of indoor and outdoor play. These include games initiated by the

children. For example, where a member of staff has to be a monster and chase the children. They also enjoy climbing, riding on wheeled toys, playing in the sand pit or simply running around in open space. All of which positively impact upon their physical health.

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	2

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report. (Suitability and safety of premises and equipment) 31/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report. (Suitability and safety of premises and equipment) 31/05/2011