

Chapel-En-Le-Frith Playgroup

Inspection report for early years provision

Unique reference number

EY367564

Inspection date

20/03/2012

Inspector

Jane Shaw

Setting address

Scout Headquarters, Thornbrook Road, Chapel-En-Le-Frith,
High Peak, SK23 0LX

Telephone number

01298 815148

Email

shauna.beresford@hotmail.com

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*.

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Description of the setting

Chapel-En-Le-Frith Playgroup has been operating since 1982 and re-registered in 2007 with a change in status. It is organised and managed by Chapel-En-Le-Frith Playgroup limited company. It operates from the scout headquarters in Chapel-En-Le-Frith, Derbyshire. There is a secure enclosed outdoor play area. The pre-school serves the local area and surrounding villages. The playgroup is open each weekday from 9.15am to 12.15pm during term time only.

A maximum of 28 children under the age of eight years of age may attend the playgroup at any one time. Of these, none may be under two years of age. The playgroup currently takes children from two to five years of age. There are currently 27 children on roll. The setting is registered by Ofsted on the Early Years Register.

There are five members of staff who work directly with the children, four of the staff hold level three qualifications in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Chapel-En-Le-Frith Playgroup creates an environment where all children are made to feel welcome, included and able to participate. Children's individual needs and requirements are well known to staff, who respect their individuality and uniqueness, and therefore are able to successfully promote their learning and development, care and welfare. As a result, children make good progress in their learning and development. Overall, children's welfare, care, health and safety are effectively promoted as a result of the clear policies and procedures, daily routines and good staff team working. Positive partnerships with parents and carers and good communication with other providers support children's placements effectively. Self-evaluation is good, and demonstrates the setting's strong commitment and capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.
- 20/03/2012

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

- develop further systems to record find out children's starting pointsstarting points information to find out about each child, in order to support and extend each child's learning
- develop further self-evaluation systems which take into account the views of parents and carers, in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of safeguarding issues, the indicators of abuse, policies and procedures, and all have undertaken safeguarding training. As a result, children are well protected. Staff ratios are very good and support children's safety effectively during sessions. Records, policies and procedures are in the main well organised, reviewed and effective in supporting children's safety and welfare, such as records to demonstrate all staff are suitable to work with children. However, children's enrolment forms do not accurately reflect requested parental consent for the seeking of emergency medical treatment or advice. Daily and weekly safety checks of all areas used by the children are carried out ensuring children's safety at all times, and thorough risk assessments are completed and reviewed on a regular basis. Children are developing an understanding of their own safety as they learn about the importance of using tools, equipment and resources safely. For example, children verbalise the need to use scissors safely. Documentation, such as accident, medication and attendance records are well maintained in order to ensure the safe and efficient management of the setting.

Staff are committed to their role and the children, they communicate daily and weekly regarding children's overall development and attend weekly meetings to plan the curriculum. Staff are committed to enhancing their skills and knowledge through training and development opportunities. Regular staff meetings and annual appraisals demonstrate staff commitment to their role. The successful completion of recommendations raised at the last inspection, systems for self-evaluation and reflective practice, staff training and development, demonstrates the setting's strong commitment to continuous improvement.

A wide range of good quality resources for both indoor and outdoor play, staff deployment, ratios and interaction, are effective in providing children with an environment which is conducive to their good learning and development. Staff create a fully inclusive environment where all children are treated as unique individuals and have equal access to the range of activities, opportunities and experiences on offer.

Positive partnerships with parents and carers have been established, which successfully promote and support children's placements. Parents and carers have access to information about the setting and what it provides, through a welcome

booklet, access to planning, newsletters, and their child's home/school link book and developmental record. Further opportunities for parents and carers to give their views on the setting have not yet been fully explored. Parents and carers spoken to, confirm their complete satisfaction with the setting. Effective arrangements are in place for liaising with other professionals and early years providers when necessary, in particular, arrangements for supporting children's transition to school. The playgroup provides the receiving school with a summary of each child's development and achievements.

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

Children make good progress in their learning and development as a result of the staff's good knowledge and understanding of the learning and development requirements and how individual children learn. Effective team and key person working ensure children feel safe and secure. Staff complete focussed and spontaneous observations of children's progress and achievements, which are used to complete learning journeys and to formulate next steps in children's learning and planning. Prior to children starting staff gather information about children's individual needs, personal circumstances, preferences and favourite activities, however information on children's development is not fully explored to establish their starting points effectively.

Children arrive happy, separating from parents and carers with ease, excitedly accessing and joining in with activities. After registration and circle time, children are freely able to access the activities and opportunities on offer. Staff give clear information about what activities are on offer. Children freely move between indoor and outdoor play areas. As a result, they are becoming independent and active learners. Children are confident, share and take turns with resources and play cooperatively together. They are developing an understanding of their own health needs, for example, as they access drinks throughout the session. They select their own snacks and pour their own drinks. They are encouraged to develop an understanding of others and to show consideration to one another. They have a good variety of opportunities to write and make marks both inside and outdoors as they use chalks outdoors and as they self register. Children show good pencil skills as they draw pictures. Children have regular opportunities for sounds and letters activities. Children participate in a 'listening walk' where they describe what they can hear in the outdoor environment.

Children count and are developing a good understanding of mathematical concepts, such as 'how many more' as they count the number of children and adults at register time. They develop an understanding of the world as they celebrate festivals from around the world, and have opportunities to use technological resources. They enjoy using binoculars and magnifying glasses as they observe objects.

Children successfully climb and balance as they use equipment in outdoor play, bats and balls indoors to develop hand eye coordination. A variety of textures and

techniques promote children's creative and imaginary skills, for example, as they make their own pizzas, paint and as they use playdough with different smells, for example, oranges. As part of senses theme, children have been involved in 'looking' and 'listening' walks. Children become engaged in imaginary play using a variety of small world resources and role play area.

Children enjoy very healthy snacks and have access to water at all times. They are aware of the need for good hygiene routines, and together with outdoor play opportunities, children's health, welfare and physical development are well promoted. The variety of activities and experiences offered; staff interaction and commitment clearly supports the good development of children's skills for the future.

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

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| 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

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|--|---|
| 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 | 2 |

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

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| 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 | 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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