

Chadlington Playgroup

Chadlington Bowls Club, Church Rd, Chadlington, Oxfordshire, OX7 3LY

Inspection date	13/09/2012
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure because staff build good relationships with them and their families through an effective key person system.
- A motivated parent run committee lead the pre-school and work well with the staff team to meet shared targets and bring about continued improvement for the pre-school.
- Practitioners have high expectations for children and good knowledge of their individual needs which ensures that all children make good progress.
- Children move freely between the indoor and outdoor areas supporting their learning in all required areas of the curriculum.
- Practitioners are motivated to further their knowledge and skills through training and further professional development. This helps them to be reflective in their practice and continue to bring about improvements for children.
- All practitioners have good understanding of how to maintain a safe environment for children and access further training to ensure they are fully aware of their responsibilities for safeguarding children's welfare.

It is not yet outstanding because

- Although suggestions for extending children's current learning are recorded in their individual profiles, these are not specific enough for parents to enable them to extend their children's learning at home

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children whilst at play in the indoor and outdoor areas.
- The inspector conducted a joint observation with the manager of the pre-school whilst children played outside.
- The inspector sought the opinion of parents.
- The inspector checked the suitability of staff by examining the induction procedure and relevant documentation.
- The inspector looked through children's development records to consider their progress through observations and assessments.

Inspector

Hayley Marshall

Full Report

Information about the setting

Chadlington Preschool opened in the 1980s. It has operated from its current premises, the Bowling Club in the village of Chadlington, near Chipping Norton since 2005. The pre-school has use of a main room, kitchen and two enclosed outdoor areas. There are currently 14 children between two and five years on roll. Three and four year

olds receive funding for free early education.

The pre-school opens on Mondays from 9.15am until 11.45am, Tuesdays and Thursdays from 9am until 11.45am, Wednesdays from 9am until 12pm. The pre-school also offers a lunch club on a Monday, Tuesday and Thursday until 1pm.

The pre-school is managed by a parent run committee and is a member of the Pre-school Learning Alliance. There are three members of staff working with the children, all of whom hold appropriate qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Improve developmental records to enable parents to extend their children's learning at home

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle well and are happy and content at the pre-school because staff build trusting relationships with them. Information gathered from parents before their children begin attending the pre-school, helps staff to plan for children's individual needs and monitor their development effectively. Staff complete a diary for children on a daily basis to share information about their progress. This helps parents to feel involved in their children's learning and, along with observations, helps to identify what children might learn next. However, these 'next steps' in children's learning are not always specific or clear and so do not clearly inform parents to help them support their children's learning at home.

A wide range of meaningful activities help children to develop their communication and language skills. Sensitive and caring interactions of staff help children to develop personal, social and emotional skills such as sharing and turn taking that will support their future learning. Children are confident to try out early writing and make good attempts to write their own names on their work. The pre-school holds creative development in high regard and children have dance and music sessions on weekly basis, helping them to express themselves.

Children move freely between the indoor and outdoor area. They take resources with them and explore their use, for example using scissors to cut play dough and hiding animals in the kitchen cupboards in the role-play corner. This allows children to test out their own ideas and extend their understanding. Staff balance intervention to further stretch children's imagination and understanding with allowing them to see their own learning to a natural conclusion. As a result, children are busy and interested throughout

the session. When staff do join children in their play, they are led by children's own ideas and sensitive to their thoughts and feelings.

Fluid plans allow younger children to experience age appropriate activities. For example, they can choose how long they listen at story time as alternative options are available. Older children in the group are encouraged to become independent by making choices about what activities they want to play with.

The contribution of the early years provision to the well-being of children

Children behave well because staff give clear guidance of what is acceptable behaviour. When children experience conflict, staff are quick to reassure them and help them to find solutions. Consequently, all children play very well together and display high levels of self-esteem. Children share warm relationships with staff and seek them out for affection. When children are unsettled, staff spend time supporting them and offering reassurance. As a result, all children settle quickly.

Children are beginning to gain independence in managing their own hygiene. They wash their hands after using the toilet and playing outside. Staff support children to use the toilet and offer good encouragement to those who are working towards potty training.

Children gain an awareness of the importance of exercise because they have good opportunities to play physically outdoors throughout the session. They enjoy a healthy snack and parents are encouraged to provide healthy lunch boxes. Whilst eating, children explain that they like tomatoes and understand that this is a healthy choice.

Staff are sensitive to changes that happen in children's lives, such as the arrival of a new sibling or starting a new school. During these times, staff offer more support and work closely with parents to reduce any anxiety.

Resources available for children reflect the diverse society in which the children live. Positive images of disability and differing cultures help children to gain an awareness of differences and provide a welcoming environment for all families.

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

Committee members and staff have a very good understanding of how to keep children safe at the pre-school. They are vigilant in checking the environment and fully understand their responsibility in terms of safeguarding. All staff including those who work at short notice, have undergone appropriate checks and induction procedures helping to confirm their suitability to work with children.

Parents play a key role in the running of the pre-school. Although there have been changes within the committee and staff team, new recruits are highly motivated to bring

about improvements. The pre-school uses self-evaluation and external audits to reflect upon the quality of care it provides for children. The manager shares good practice with other settings and is driven to remedy weaknesses and further develop strengths. There are effective systems for managing staff performance. The committee's good knowledge of the Early Years Foundation Stage requirements means they value the continued professional development of all staff. As a result of recent training, staff feel confident in their knowledge of the areas of learning and their understanding of how children learn best.

Planning follows children's interests and staff monitor progress effectively to track children's development. Thorough settling in procedures and information from parents ensures that staff are aware of children's starting points and assessment is consistent.

Good links with others who provide care for children such as childminders, allows for continuity of care and sharing of information. The pre-school works closely with the local school in order to prepare children for their move into formal education. While close working with local health visitors also helps to ensure that children receive additional support should they require it.

Parents are confident in the pre-schools ability to meet their children's needs because they feel it is a friendly and homely environment.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY305915
Local authority	Oxfordshire
Inspection number	814924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Chadlington Playgroup
Date of previous inspection	22/04/2009
Telephone number	01608 676238

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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