

Chilworth Community Playgroup

The Village Hall, New Road, Chilworth, Guildford, Surrey, GU4 8LX

Inspection date

19/09/2012

Previous inspection date

13/11/2009

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

- Staff organise themselves well and work effectively as a team to provide all children with a good variety of play and learning experiences. They effectively use a range of teaching strategies to help challenge and extend children's learning.
- Children are happy, motivated and eager to learn. They actively engage in purposeful play, both independently and with others.
- Children's personal, social and emotional development is very good. They have good relationships with staff and each other, play harmoniously together and confidently try new activities.
- Positive partnerships are in place with parents. Children benefit from the regular exchange of information between their main carers as it ensures their individual needs are well known and can be consistently catered for.

It is not yet outstanding because

- Although systems are in place to assess children's learning and plan for their development, they do not sharply focus on areas in which to challenge and extend children's current thinking and development.
- Children's opportunities to develop their literacy and numeracy skills are not fully maximised during daily activities.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both the indoor and outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked staff suitability documentation and looked at the playgroup's self-evaluation form.
- The inspector completed a short joint observation of a child's play and learning.

Inspector

Cathy Hill

Full Report

Information about the setting

Chilworth Community Playgroup has operated since 1976 and is managed by a parent committee. The playgroup is held in the village hall, in Chilworth, Surrey. Children use the main hall and a small adjoining room, they are supervised for organised activities on the stage and have easy access to the toilets. There is a secure, hard surface, outside play area. The playgroup is in receipt of funding for the provision of free early education to

children aged two, three and four. It is open from 9.15am until 12.15pm, on four mornings a week during term time. On Tuesday mornings the playgroup operates at the local infant school for a morning session from 9am until 12 noon and children who are preparing for school attend. The playgroup serves the local areas. There are six members of staff who work with the children. There are two members of staff with Qualified Teacher Status, two qualified to level 3 and one member of staff to level 2. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll, who are all in the early years age group between two to four years.

What the setting needs to do to improve further

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

- Increase opportunities for children to develop their understanding of print and numbers, for example, by extending the use of key word and number labels both in the indoor and outdoor environment.
- Improve further the use of the development statements to identify target areas in which to challenge and extend children's current learning and development.

Inspection judgements

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

Children are making good progress with their learning, sensitively supported by kind, caring staff. They are friendly and sociable and actively occupy themselves with play which promotes their future skill development in all areas. New children are made to feel welcome as children already settled at the playgroup gently enquire, 'What's your name? Where do you come from?' Parents share information about their child's abilities on entry on 'All About Me' and 'Look What I Can Do' forms and staff use this information to help plan for each child's individual development. Staff continually monitor children's development and use their observations to plan for children's next steps in all areas. Monitoring systems, however, do not sharply focus on areas in which to challenge and extend children's current thinking and development. Parents confirm they are kept well informed about their children's development. They have opportunities to formally comment on their child's development records and talk to their child's key person. They receive regular information about the topics planned for their children, and about the letter of the week, so they can support their children's learning.

Staff plan an interesting and varied range of good quality activities for children which enable them to develop in all learning areas. Staff are calm, cheerful and enthusiastic and skilfully use most opportunities well to extend children's knowledge. They understand how

to support children's learning and make effective use of a range of teaching strategies during sessions. For example, they competently use open-ended questions during activities to make children think and they adapt their level of support to match each child's individual needs. Staff value the efforts of all children. Children beam with pride as their achievements are recognised and praised. They show an understanding of time as they know the current month is September. Staff use this opportunity to ask children if they know what letter sound September begins with and they reply correctly, with one child commenting that 'swim' begins with the same sound. Children learn about print carrying meaning as they listen intently to a story about going on an aeroplane and through key word labels on some resources. They recognise written numbers during calendar activities. However, opportunities to extend children's awareness of print and numbers is not fully maximised with the use of key word and number labels in the outdoor environment.

Children's communication skills are good and they confidently initiate conversations, ordering their thoughts well before speaking. Staff give children time to explore and be creative and children thoroughly enjoy being able to freely paint, model with dough and build with construction. Regular one-to-one sessions support children in developing a good understanding of the use of technology. They carefully manoeuvre the mouse to complete educational computer games and freely access resources, such as small world metal detectors, to further enhance their understanding of technology. Children access a wide range of resources which support their physical development. For example, they use brushes to paint and to write their name on their artwork and show skill in manipulating modelling tools indoors and manoeuvring wheeled toys outside.

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

Children's emotional and physical well-being is effectively supported within the playgroup. Each child is assigned a key person but all staff work seamlessly as a team to ensure all children are included and have equal opportunities to achieve and develop. Good relationships established with parents significantly support children's smooth transition from home to the playgroup environment. Staff are aware of children's individual needs and new children quickly settle on arrival at the playgroup. Parents comment they 'feel very comfortable' leaving their child. Children have good relationships with staff and each other. They feel valued and a sense of belonging as staff greet them warmly when they arrive. They develop in self-esteem as staff show a continual and genuine interest in what they say and do. Staff work hard to set out the playgroup ready for children's arrival. The environment is welcoming and stimulating and children relax and enjoy their play and learning as they feel safe, secure and comfortable. Children behave very well as they occupy themselves playing independently and with others. They take responsibility for their environment as they help tidy resources away. Staff act as positive role models with regard to manners and treating others with respect and courtesy. Consequently, children develop positive relationships with others. They amicably share resources, such as the small world cars and modelling tools, and patiently wait their turn when playing a picture card game. Children make choices about what they do, with older children confidently attending to their own needs. For example, they put an apron on before painting, carefully remove their finished picture to dry leaving the easel clear for others and then wash their

hands.

Staff work in partnership with parents to promote healthy lifestyles. Parents provide snacks of fruit for their children and staff talk to children about healthy eating. Children follow routine hygiene practice as they wash their hands before eating. They have great fun playing outside in the fresh air, where they play with hoops and ride quickly around on wheeled toys, such as tricycles. Children show an understanding of safety as they talk about how they must wear seat belts in a car and how they cannot really eat the 'cakes' they make from modelling dough. Staff allow children to take controlled risks. For example, children freely use the indoor climbing frame which is surrounded by crash mats. They hold on as they climb up the rails before sliding down, showing an awareness of how to keep themselves safe. Children are sensitively supervised and receive good support to help them develop into confident independent learners. Older children have the opportunity of a weekly playgroup session at the local school. This supports their transition to their next stage of learning as they become familiar with their future learning environment.

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

The leadership and management of the playgroup is good. Children keep safe within the playgroup owing to the care given by staff who are vetted and who demonstrate a secure understanding of safeguarding policies and procedures. Risk assessment documents are in place and staff carry out daily safety checks which means children play in a safe environment. All staff attend safeguarding and first aid training so they understand how to safeguard children's welfare. Management support continuing professional development for staff and set targets for future development at appraisals. Management and staff have a good understanding of how to support children's learning and planning documents show all areas of learning are covered. Staff understand their roles and responsibilities and practise is continually evaluated.

They recognise the importance of working in partnership with parents and others involved in children's care and learning. Secure relationships are in place with both parents and the local school, with relevant information shared regarding children's individual needs. Children make good progress with their development as they receive appropriate support to help them learn within a caring, nurturing environment. Parents receive regular information about the playgroup's practice, for example, via newsletters and information staff display for them. Parents comment that the playgroup is 'very well organised' and 'very well managed' and staff are 'very approachable'.

The management regularly monitor and assess practice in all areas and improvement is ongoing. They take into account the views of staff, parents and children when assessing practice and regularly update their self-evaluation form. Since their last inspection the playgroup has addressed all actions and recommendations made at its last inspection, which related mainly to documentation. Staff have improved, for example, the outside environment and have updated their prospectus to inform parents of the areas of learning

as outlined in the revised Early Years Foundation Stage framework.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	119989
Local authority	Surrey
Inspection number	813589
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	31
Name of provider	Chilworth Community Playgroup
Date of previous inspection	13/11/2009
Telephone number	01483 531399

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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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