

Chafford Hundred Pre School Playgroup

Clifford Road, Chafford Hundred, Grays, Essex, RM16 6BZ

Inspection date	09/09/2013
Previous inspection date	06/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The committed staff group work very well together, providing a cohesive service, reassurance and a calm approach for children and their families.
- The supportive staff give children opportunities to settle quickly, explore resources and confidently change the use of equipment for different purposes. Children make good progress in their learning.
- Children play in a safe and secure environment, allowing them freedom and confidence to explore and to learn about keeping themselves safe.
- Good use is made of the outside area to enhance children's use of vocabulary and natural experiences.

It is not yet outstanding because

- Children are not always given the opportunity and encouragement to make marks for a purpose, particularly when taking ownership of their own work.
- The timeliness of using children's starting points sometimes does not always promote their individual needs as well as possible when settling in.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time with the children in both rooms and outside areas during the inspection.
- The inspector carried out a joint observation with the management team.
- The inspector looked at all documentation and discussed welfare requirements with the management team.
- The inspector gathered evidence of children's learning and development through observation, discussion with staff and records.
- The inspector talked to parents about the impact of the partnerships with the setting.

Inspector

Claire Parnell

Full Report

Information about the setting

The Chafford Hundred Pre-school Playgroup is run by the Trustees of the Chafford Hundred Pre-school and was registered in 1993. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Chafford Hundred area of Essex. The nursery serves the local area and is accessible to all children. It operates from two adjoining demountable buildings and there is a fully enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and 3.

The nursery opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm and 1.15pm to 4.15pm. Children attend for a variety of sessions. There are currently 160 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children with English as an additional language.

What the setting needs to do to improve further

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

- make even more effective use of children's starting points to further support children's individual needs, especially when settling in
- extend children's understanding that print has a purpose through discussion and opportunities in everyday activities so their very good progress in this area is continued.

Inspection judgements

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

The educational programme provides a wide range of experiences through the expertise of the staff, the use of resources and the openly accessible space available to the children, both indoors and outdoors. Children are eager to learn, explore and experiment in their play due to the patient, sensitive and reassuring attitude of the whole staff team. Children are making good progress in the prime and specific areas of learning. Once settled, children are confident in making decisions about their play and are eagerly encouraged by staff to explore both indoor and outdoor environments. The well-resourced outdoor environment, along with the effective questioning by staff, supports children's communication and use of vocabulary, as well as their interest in the natural world. This

particularly promotes children's exploration of their senses. For example, children playing in the sand outside talk about their experiences of the seaside over the summer, including the sounds and smells of the seaside. Children make choices from resources that are stored away through photograph albums. More confident children independently pick out resources and actively ask staff for them. Whereas less confident children are encouraged to talk through the photographs with staff to make further choices.

Children show great confidence and intrigue in their creativity. They love to draw and paint, accessing a good range of materials, such as pens, pencils, crayons and freshly prepared paints. They experiment with marks, using skilful strokes with paintbrushes and demonstrate developing skills for making marks. Some more able children are showing a developing understanding of labelling and the use of print by explaining the sounds and letters that their name begins with. However, some staff do not always encourage this as well as possible. For example, children's names are written on the back of their pictures but they sometimes receive some limited explanations about using print for a purpose. This means children's very good progress in this area is not supported as effectively as in other areas.

For children returning to the setting after the summer break, staff use their previous knowledge of children's interests to engage them in conversation and activities. For new children starting at the setting, staff use 'all about me' records, completed by the parents, to get to know the children and provide challenges and support to further their development. However, staff do not receive this information until the children enter the setting, therefore, they are not always fully aware of their interests and achievements until their point of entry. Therefore, this may increase the time that some children may take to settle and begin to learn.

Children's ongoing progress is tracked and monitored using an effective observation, planning and assessment system. Staff work cohesively to support all children's development, making evaluative observations of their achievements. These are linked to areas of learning and the age band they are currently in. These are used to plan for individual children's next steps within their development. In the younger room, staff carry out a two year progress check, once children have settled, to assess their development so far. All development records are frequently shared with parents, who talk positively about the staff's interest in their children's learning at home and the planning for their next steps. Careful consideration is taken by staff to support children who are not progressing as well in some areas. Staff work closely together to support, challenge and encourage children in all areas of learning to provide them with the skills for future learning. Once information is gained by staff, children's individual needs are promoted very well. Children with English as an additional language are supported well through gestures, pictorial guides and clear explanations. Children have access to activities, topics and effective resources to support their understanding of the world around them, for example, through celebrations of cultural festivals.

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

There is an effective key person system in place. Children are allocated a key person on starting but this is flexible. Staff observe who children bond with and how partnerships with parents develop, changing the key person if necessary to support the individual child. This supports the development of a positive and secure relationship. Children receive numerous hugs and cuddles to support them on their first day at the setting. The consistent and cohesive staff team fully supports and promotes children's personal, social and emotional development. Children bond with familiar staff in both rooms and staff encourage them to make relationships with other children through sensitive approaches.

Children from both rooms socially interact outside in the adjoining garden and the older, established children are promoted as positive role models. Behaviour in the setting is good. Staff give clear and concise explanations as to the impact children's behaviour has on others. Children quickly learn about keeping themselves safe. Staff give them clear instructions when using the climbing frame, explaining how to go up the ladder safely by using two hands and how to slide down without hurting others. Children show genuine care for each other. Younger children engage with others using eye contact and interest in their play, learning to play alongside each other. Older children develop close friendships and eagerly await the arrival of their friends. Staff are particularly sensitive towards the bond between siblings, encouraging independence and autonomy.

Children's physical development is promoted well in both rooms. Children have access to a bathroom where they are encouraged to learn effective hygiene procedures, such as toileting and washing hands. Posters are displayed to encourage children's independence in the bathrooms. Younger children receive high levels of support through effective nappy changes that include constant conversation to reassure and help them to understand about hygiene. Children are encouraged to make healthy choices at snack time. They talk about the fruits available to them and, on occasions, help to prepare the fruit. They take part in regular cooking activities, which helps them learn about healthy foods. Children bring their own drinks and are capable of accessing them whenever they are thirsty.

Children access the outside area for most of the session. They have access to space to run, jump and dance, as well as balls to throw through hoops and bikes to pedal. Staff select resources that challenge children's skills, encouraging them to have a go and achieve all the time. The front garden encourages children to explore and experiment with the natural world, with logs hiding mini-beasts and play houses for role play.

The partnerships with local schools are very positive, supporting children's transition to formal education. Staff encourage local teachers to visit, discussing children's development and their next steps and helping children to make confident bonds within their next setting. Staff also liaise with others, such as childminders, who share the care of children, to promote consistency and continuity of care and learning.

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

All staff and the management team have a very clear understanding of their roles and responsibilities towards the learning and development requirements as well as the

safeguarding and welfare requirements. The management team play a very active role in the daily lives of the children, participating in sessions and engaging in their play. Staff have a secure awareness of the processes to follow if they have concerns about a child in their care. A number of staff have attended safeguarding training and all staff have access to a well-written procedure to follow. The regular staff meetings, training, appraisals and regular supervision supports staff's ongoing professional development. The management team carefully monitor staff's performance, qualifications and training. All staff are encouraged to further their professional qualifications. They are expected to attend ongoing training, such as first aid and courses to promote children's development. The professional support system in place is highly visible and contributes towards the cohesive staff team. This highly supports parents' confidence in the setting, children's familiarity with staff members and the continually developing knowledge, understanding and practice of all the staff.

The staff team as a whole are committed to making continuous improvements within their practice and in the setting. The self-evaluation system is regularly reviewed by all, in staff meetings, to discuss and identify strengths and areas for improvement. The setting has a successful relationship with the local authority who offer support and training for staff. They are very keen to gain ideas and feedback from parents, asking for written accounts of what it is like for their child in the setting. Recommendations from the previous inspection have been implemented successfully, showing a determination to continually develop their service for children and their families.

Good security and safety measures are in place and monitored closely. For example, staff constantly check doors and activate alarms to alert them if anyone enters or leaves the premises. Risk assessments are carried out on a daily basis, for both indoors and outdoors, to provide children with a safe learning environment. Staff recruitment procedures are robust with evidence of all staff having up to date checks, which confirms their suitability to work with children. Clear procedures are in place to ensure students are carefully supervised when visiting the setting. All visitors sign in and out and are never left alone with children. The regularly updated and displayed policies and procedures are shared with parents and all staff to provide them with the details of how the setting operates. All documentation is completed daily and stored securely to promote children's ongoing welfare.

Partnerships with parents are good. Parents make positive comments about the care their children receive and are confident in the staff team's ability to support their children's ongoing development. Parents have access to a wealth of displayed, written and verbal information on a daily basis. They are aware of their child's key person and feel confident to approach staff to discuss any concerns or worries. Staff work closely with other professionals and agencies to ensure the continuity of children's care and learning.

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 action. 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	204346
Local authority	Thurrock
Inspection number	865244
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	160
Name of provider	Chafford Hundred Preschool Committee
Date of previous inspection	06/05/2011
Telephone number	01375 480222

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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, which are usually the childminder's 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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