

# Chafford Hundred Pre School Playgroup

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

<b>Inspection date</b>	02/06/2014
Previous inspection date	03/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- There is a breach in the welfare requirements because Ofsted has not been kept informed of changes to committee members. As a result, the registered provider is not fully safeguarding children because not all the required suitability checks are completed.
- Opportunities for children to extend their communication and language skills by recalling and discussing previous learning experiences have not been fully explored.
- The management and staff are not precisely monitoring the progress of particular groups, such as boys or girls.

### It has the following strengths

- Teaching is effective as staff provide a stimulating and enabling environment for all children to engage in purposeful play. This means that children are able to make good progress across the seven areas of learning.
- Children are happy and settled as they develop very warm and trusting relationships with their key person and other pre-school staff.
- There is a strong partnership with parents and well-established links exist with local schools to promote continuity in children's learning and development.

## **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 observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Patricia Champion

## Full report

### Information about the setting

Chafford Hundred Pre School Playgroup opened in 1993. It is run and managed by the Chafford Hundred Pre school Committee. The pre-school operates from a demountable building in the Chafford Hundred area of Thurrock, Essex. It serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am to 12.15pm and from 1.15pm to 4.15pm. An optional lunch club operates between 12.15pm and 1.15pm. During the school holidays a holiday club opens on Tuesday, Wednesday and Thursday from 9.15am to 12.15pm, according to demand. Children are cared for in two playrooms and have access to enclosed areas for outdoor play. There are currently 132 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 16 staff working directly with the children. Of these, 13 staff hold early years qualifications at level 3 and there are two staff with qualifications at level 2. The pre-school receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that Ofsted is notified about changes to committee members. This refers to making sure that all members of the committee, that constitutes the registered governing body, submits to Ofsted the appropriate documentation to check their suitability.

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

- enhance children's communication and language skills, for example, by making their individual development records more accessible so they can see their photographs and artwork and can recall and discuss their recent learning experiences
- strengthen the monitoring of assessment to ensure staff gather more precise information about the progress of groups of children as well as individuals.

## Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences. This is because the staff have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage. The routine is well paced and there is a positive blend of adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children are able to follow their preferred learning styles and relish the opportunity to choose between indoor or outdoor play, for much of each session. The pre-school is extremely well resourced. The layout of the play space is carefully planned to ensure that all areas of learning are covered and play materials are of a good quality. In addition, children have access to photograph albums of the equipment stored in the outdoor sheds. This means that children can easily select extra items that build on the basic props and resources that support their current interests and ideas. As a result, children are motivated, inquisitive and there is a real excitement about learning. Plenty of opportunities are provided for imaginative and creative play. For example, children show good imaginative skills when using the role play area and retelling stories with puppets. They are proficient at developing their own ideas and construct from a diverse range of materials, such as milk cartons, crates and logs.

Teaching is effective because children are given close attention and adult communication is weighted towards listening and open-ended questioning that extends children's thinking. Staff carry out regular observations and assessments to monitor children's progress. The detailed information gathered from parents gives the staff a good understanding of each child's capabilities on entry. Initial observations are also undertaken by the key persons to establish children's starting points. This ensures that activities help children to make good progress because they are planned to precisely meet their needs, right from the start. The staff work with parents to complete the required progress check for children between the age of two and three years. Progress trackers are maintained to enable key persons to monitor their key children and plan for their future individual learning and development needs. This also ensures that staff promptly identify when children are progressing well, or if progress is less than expected, so that any additional support from outside agencies can be secured without delay. Staff efficiently support children with special educational needs and/or disabilities, working with other professionals and implementing their own interventions to promote their learning. Children who speak English as an additional language quickly settle and become confident because staff use effective strategies to support them. For example, they use visual clues and games using words from their home language. Staff also provide one-to-one interactions to improve their understanding and confidence. There is scope to enhance all children's communication and language skills further. For example, by making their development records more accessible so they can view photographs and artwork, and then recall and discuss their own personal experiences in the pre-school.

Children are effectively developing the skills they need in readiness for starting school. They learn new vocabulary and begin to use it in a meaningful way as they sing rhymes and action songs. The staff encourage children to count, identify numerals and use mathematical language to describe the position of items. Children learn about technology as they independently use the computer. They explore lifecycles in the natural world when they observe how tadpoles change into frogs. Children have access to a wide range of appropriate books, which are arranged in well-maintained, cosy areas. This means that they learn to look at books for pleasure, both independently and as a group. The staff

work hard to ensure parents become involved in their children's learning. The older children practise their developing understanding of sounds and letters at home and parents share their achievements in the communication books. Parents willingly provide additional materials to support children's learning, such as providing plants for children to put in the garden. They also accompany their children on outings to wildlife parks. Regular reports are sent home and parents are also invited to open days and consultations with the key persons so they are fully informed about their children's progress and achievements.

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

The majority of children are confident and settled in the pre-school. When they arrive they quickly settle to their chosen activities after saying goodbye to their parents. The pre-school has an effective key person system and clear settling-in procedures, that are managed on an individual basis with each family. This enables children to develop their independence and build close attachments and relationships with their key person during introductory visits. As a result, children become confident to move around freely and they approach the staff for comfort and reassurance as they need it. Parents value the effort staff put in to preparing children for school. The pre-school has a range of initiatives they use during the summer term to support children to prepare for school. For example, the staff read story books about starting school, introduce photographs of the classrooms and playgrounds, and reception teachers come into the pre-school to meet the children. This means that children become familiar with their new carers and the new environment prior to transferring on to full-time education.

Children's health is promoted well as they are provided with nutritious snacks. The staff consistently gather information about any allergies or special dietary requirements and procedures regarding dealing with food intolerance and potential allergic reaction are well known. Children have opportunities to develop their independence skills by selecting and serving themselves at snack times. They learn to capably manage their own lunchboxes and fully understand the need to wash their hands before they eat. Nappy changing and toilet training are sensitively carried out to ensure children preserve their dignity. Consequently, children make independent choices and decisions and become competent at managing their personal needs relative to their age. Children play energetically in the fresh air every day, and exercise using a variety of equipment and apparatus that offers challenge and develops their physical and coordination skills. Children move confidently and with care as they climb the steps on the new outdoor climbing apparatus. They skilfully manoeuvre the wheeled toys to avoid bumping into obstacles or each other. Children recognise their own bodily needs as they remove clothing when hot and gain a drink when thirsty. The staff are mindful of warm weather and make sure that sun hats and sun lotion are available to protect children from burning in hot temperatures.

Children learn to be kind and caring and play well together. They play with toys or look at books that portray positive images of diversity, so that they learn to respect the differences and similarities between themselves and others. The staff are calm role models, are polite and encourage children to be well mannered too. For example, staff remind children to say 'please' and 'thank you'. Children learn about keeping themselves

safe through discussions with staff about the safe way to use cutlery, by helping to sweep or pick up potential tripping hazards and by following routines or practising emergency evacuation procedures. A range of safety practices ensures that children are kept suitably safe. For example, staff complete a daily risk assessment to make sure areas and activities are safe before children arrive. Children are closely supervised by members of staff, and members of the committee do not have unsupervised access to the children. However, children's well-being is not fully protected as the members of the committee that form the registered governing body have not completed the necessary suitability checks through Ofsted.

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

The manager and staff demonstrate an acceptable understanding of the requirements of the Early Years Foundation Stage. However, the management committee have insufficient knowledge of their legal requirement to notify Ofsted about significant changes or events. Although, committee members have completed some background checks to minimise the potential risk to children, Ofsted has not been kept fully informed about changes to committee members for a number of years. This is an offence and a breach in the welfare requirements. This also has an impact on the registered provider's ability to meet the requirements of the compulsory part of the Childcare Register. As a result, the current committee members that make up the registered governing body have not been vetted and checked by Ofsted. This means that the registered provider is not fulfilling its responsibility to fully safeguard children. The staff team are aware of their safeguarding responsibilities because they have attended relevant training, and the pre-school has clear policies and procedures in relation to child protection. This means that the staff are vigilant and know what to do if they have concerns about a child's welfare. All staff have completed the relevant background checks to ensure they are suitable to work with children. Children are appropriately supervised as they play, as the required staffing ratios are met at all times. Clearly written risk assessment documents support staff in reviewing potential hazards. In addition, recent upgrades to the premises include improvements recommended by the fire safety officer, to ensure a safe environment is maintained for children to play in.

There is a positive team spirit amongst the staff and they have all worked hard to address the actions raised at the last inspection. Efficient supervision has been set up to monitor the performance of the staff and to identify their future training needs. To assist the smooth running of the pre-school, staff are constantly undertaking different courses to update their knowledge and skills. The staff are also very receptive to the information they receive from local authority advisers and have successfully completed a recognised quality assurance programme to develop their practice. Frequent monitoring of assessment and planning, means children's individual needs and interests are met and the next steps in their learning accurately pinpointed to ensure good progress. The staff know the steps to take if they feel a child is falling behind. However, while staff confidently assess and analyse the progress of individual children, there is less precision when monitoring or comparing the development of groups of children. This means that there is scope to identify additional ways to accelerate children's progress.

Partnerships with parents are friendly and helpful and the staff demonstrate an astute awareness of the benefits of working closely together to meet children's needs. Parents are provided with a wide range of written information including regular newsletters and access to display boards with important certificates and notices. All parents are given a very friendly greeting when they arrive to deliver and collect their children. Parents speak positively about their experience of dealing with the staff and say their children really enjoy attending. The partnerships with outside agencies are also effective. Staff understand their responsibility to work closely with other childcare professionals to support any additional needs a child may have. They also link effectively with local schools to promote seamless transitions for children into full-time education.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Met**

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of all members of the governing body (compulsory part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	204346
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	963154
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Chafford Hundred Preschool Committee
<b>Date of previous inspection</b>	03/10/2013
<b>Telephone number</b>	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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