

# Chasewell Playgroup

C/o Chasewell Community Centre, Avocet Way, Banbury, Oxfordshire, OX16 9YA

<b>Inspection date</b>	12/01/2015
Previous inspection date	19/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are effectively supported to develop strong relationships with their key persons, who know them well.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn.
- There are strong partnerships with parents, which means that parents are very aware of their children's progress and how they can support their learning.
- The outdoor area is well resourced with a good range of equipment and activities to promote all areas of learning.

### It is not yet outstanding because

- Children learning English as an additional language do not have extensive opportunities to hear and use their home language in everyday play.

## 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 checked evidence of suitability, self-evaluation processes, and policies and procedures.
- The inspector took account of parents' views and information included on questionnaires.
- The inspector held meetings with the manager.
- The inspector observed activities in the indoor learning environment.
- The inspector looked at children's assessment records and the planning documentation.

## Inspector

Amanda Perkin

## Full report

### Information about the setting

Chasewell Playgroup registered in 1973 and is managed by a committee of parents and carers. It operates from a community centre, which is situated in the grounds of The Grange Primary School, in a residential area in Banbury, Oxfordshire. The playgroup has the use of the main hall and all the facilities. Children have access to a fully enclosed outdoor play area. The playgroup is open each weekday from 9am to 1pm in term time only. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free early years education to children aged two, three and four. The playgroup mainly provides for children in the local area and supports children with special educational needs and/or disabilities, as well as those learning English as an additional language. There are nine members of staff, of whom seven hold appropriate early years qualifications.

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

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

- enhance the opportunities for children to hear and use their home language in their play.

### Inspection judgements

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

The children make good progress in their learning and development. This is because staff are aware of their individual interests and needs and use this knowledge to plan effectively for their next learning steps. Starting points are appropriately measured using information gained from parents. This means that staff are able to settle children and begin to promote their learning from the outset. There is a well-established programme of observation and assessment. This is used alongside verbal information from parents to accurately map children's achievements towards the early learning goals. Staff skilfully support all children, including those with special educational needs and/or disabilities.

Children's progress is good in all areas of learning, which means that they actively develop skills for the future. They enjoy a good balance of adult-led and child-initiated activities inside and outdoors all year round. Children's language is developing well. Staff model language thoughtfully, developing children's vocabulary. For example, while a child was painting, staff effectively helped the child to chat about their family experience of a recent holiday. Children confidently recognise numerals and count when playing independently and during adult-led tasks. For example, children counted the pieces of fruit at snack time. In addition, staff introduced mathematical vocabulary, such as 'empty' and 'full', when pouring the drinks at snack time.

Staff help children to extend their understanding and improve their explanations through effective questioning. Children are very involved as they play cooperatively together with prams, dolls and dressing-up clothes during role play. Children relish songs and rhymes, which are effectively shared by staff. Children show excitement as they dance and use actions. Music is used throughout the sessions to indicate key times at pre-school. For example, 'Whistle while you work' is played to indicate to the children it was time to tidy, before the children leave for home.

Staff plan a good range of creative activities, teaching children to discover through exploration, and to use their imaginations to express themselves freely. Children are learning to use a range of tools to make marks and draw with. These skills help children to learn how to hold implements, such as a paint brush, effectively. Where appropriate, staff offer children support to develop control. As a result, children are developing good skills for early writing. Children enjoy choosing books and listening to stories. They speak confidently about their ideas, such as what they are modelling in the play dough. The children are benefitting from activities to link sounds and letters so they learn to write for their own purposes, such as naming their work. Children learning English as an additional language are generally supported well. Staff use some words in the child's home language to greet and praise them. However, staff do not provide extensive opportunities to enable children to hear and use their home language as they play, to enhance their acquisition of English. For example, they do not play recordings of familiar songs and rhymes in their home language.

The well-resourced outdoor area is used throughout the session and staff provide a range of activities. The outdoor area has been developed since the last inspection. Staff have worked hard, with the committee and parents, to provide an inviting and varied environment. Staff know that children learn in different ways. Boys and girls have opportunities for boisterous and quieter play indoors and outside. Children are able to help themselves to high quality resources that support all areas of development.

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

Staff welcome children warmly on arrival, and children quickly find their friends and choose an activity. This shows they are happy and settled. The key person system is very effective, and children relate very well to their special person. Consequently, children who have been attending for a short time feel emotionally secure. The key person plans activities to help their children make the best progress, and liaises closely with the child's family to promote their welfare. This helps to ensure that every child's individual needs are met.

Children behave well. They are continuously praised and their achievements are valued, helping them develop an understanding of expected behaviour. For example, they learn to be kind, share and taking turns. Staff are good role models to the children and provide clear guidance about what is acceptable behaviour. For example, staff remind children not to run inside. Children are highly driven and interested in the activities and resources

available to them, showing good levels of concentration and playing purposefully.

Children's independence is supported well as they decide for themselves when to have snack time. In addition, they choose what they want to drink. They get a cup and, if they want to, they can pour their own drink, selecting either water or milk. Good hygiene practices are adopted. Snacks are well balanced and nutritious, and some foods are donated by parents. The children are developing independent skills that prepare them well for school. They have a positive attitude to being outdoors and towards physical activities, which promotes their understanding of a healthy lifestyle. The staff encourage children to move safely in the indoor and outdoor environments.

Comprehensive risk assessments ensure effective actions are taken to reduce or eliminate hazards to children. Children's safety is a high priority. The risk assessments also cover outings, including visits to the scout camp and the local secondary school farm, both located in the community. Staff protect children well with robust security arrangements.

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

Robust safeguarding procedures and strong recruitment practices ensure staff working with the children are suitable. Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Staff attend training in first aid to enable them to deal with accidents and other emergencies quickly and efficiently.

Staff liaise well with other early years providers who share the care and education of children attending. Written progress reports are exchanged and, in some cases, children's key person and the manager will visit the other early years settings. This provides a good level of consistency and compliments children's learning experience. The staff have excellent links with the local school, set in the same grounds as the playgroup. As a result, children become familiar with the school environment and enjoy visits from the reception teacher. Visits take place between both settings. For example, the reception class attended the Christmas performance at the pre-school and a return visit is planned. The pre-school children are attending the reception classes' Chinese New Year celebration.

Self-evaluation involves the staff team, parents and children, and recognises the strengths and weaknesses of the provision well. Recommendations from the previous report have been addressed. Staff receive good support in their professional development, which enhances their practice.

There is a strong partnership with parents, who comment very positively on the provision. Staff work attentively with parents to settle children and ensure that individual needs are met effectively. The pre-school has established effective liaison with other agencies assisting children with specific needs. Expertise is shared with families needing additional support. These close partnerships help to ensure continuity in each child'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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	133597
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	840993
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Chasewell Nursery Committee
<b>Date of previous inspection</b>	19/05/2010
<b>Telephone number</b>	07990 903 814

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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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