

# Chapel Lane Pre-School Playgroup

Spencers Wood Pavilion, Clares Green Road, Spencers Wood, Reading, Berkshire, RG7 1DY

<b>Inspection date</b>	15/01/2015
Previous inspection date	03/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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**

- Children are happy and settled because of the positive relationships the staff have with them.
- Partnerships with parents are strong. There are opportunities for parents to become involved in their children's learning. As a result, children benefit from continuity of care and learning.
- Children make good progress in all areas of learning because staff know the children well. They provide an interesting and varied educational programme of activities that children enjoy.
- Staff consistently give high priority to the safety and welfare of children and effectively develop children's growing awareness of how to keep themselves safe.

### **It is not yet outstanding because**

- Resources to help children develop their technology skills are not easily accessible.
- Staff do not maximise opportunities to strengthen children's understanding of healthy lifestyles by discussing the effects of healthy eating.

## 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.

## Inspection activities

- The inspector had a tour of the pre-school.
- The inspector spoke to parents to gain their views.
- The inspector observed children and staff at play.
- The inspector examined policies, paperwork and other documents.
- The inspector discussed the pre-school's self-evaluation process.

## Inspector

Alison Southard

## Full report

### Information about the setting

Chapel Lane Pre-school Playgroup opened in 1978 and is registered on the Early Years Register. It is based in the Spencers Wood Pavilion adjacent to a recreation ground in the semi-rural village of Spencers Wood, close to the town of Reading, Berkshire. There is access to an outdoor area and fixed play equipment area. There are currently 53 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four. It opens five days a week during school term times. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm, with the option of a lunch club daily for those wishing to stay all day. The pre-school is run by a committee, which employs 10 staff members, seven of whom hold relevant 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 opportunities for children to develop their skills in using technology
- enhance children's understanding of the importance of healthy eating.

### Inspection judgements

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

Staff have a good understanding of how children learn and develop. They successfully provide a wide range of interesting activities to reflect children's ages and varying stages of development. The quality of teaching is good so children develop new skills across all areas of learning. Staff know their key children well enabling them to build on the next steps in their learning through planned and spontaneous activities. Staff work closely with parents to learn about children's needs and interests when they first start. They carry out home visits to meet children and their parents in their own environment. This allows the staff to gain an insight into children's interests at home and helps them to plan effectively for their individual needs. Staff complete the required progress checks for two-year-old children and share these with parents to ensure their assessments are accurate.

Staff provide access to the outside during the session and children have lots of fun exploring. For example, staff encouraged children to use their investigative skills as they discovered earthworms during an activity digging in the mud. The staff entered into meaningful conversations to encourage children to think about where worms come from. This helps children to engage fully in activities as they develop an understanding of the world around them. Children develop their physical skills by climbing on the wooden pirate ship and use brooms to sweep up outside. Staff regularly take children on outings to the

park next door for further physical challenges. They encourage children to count and remind them about how many children can play on different equipment to ensure their safety. Staff place a strong focus on promoting language. They track children's language development against up-to-date national guidance. This allows them to identify, and support, those children who need to build up their confidence to extend their language skills. Staff model language continuously with the children and encourage them to think for themselves by using skilful questions. This helps children to make good progress from their initial skills and abilities.

Inside activities, such as role-playing dentists, using construction, and playing with play dough, allow children to explore their imagination and their creative skills. Staff provide children with resources to develop an understanding of diversity and different cultures. They have a variety of technological resources for children to use. However, these resources are mainly used during group times, under supervision, and are not always easily accessible to the children. This means that children are able to choose them independently. Children learn to recognise their names because they have opportunities to see these in the environment, such as on their drawers and during registration time. Staff provide very good support and resources for children to draw, make marks and to practise writing. The indoor environment reflects a variety of words and numbers. There is also a good selection of books for children to read independently in cosy areas, or as a group with staff and other children. This all helps to strengthen children's understanding that print and symbols carry meaning.

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

Staff provide a caring and calm environment for children, which enables them to feel safe and secure. Key-person arrangements are effective and children form positive relationships with the adults who care for them. Children settle easily on arrival as they are welcomed, along with their parents, by staff. Parents are welcome to stay to settle their children and there is time for parents and staff to exchange information. This means staff obtain ongoing information about children's individual needs, in addition to the information shared when children first start. The environment is well organised and children are able to select activities from easily accessible trays and containers. This helps children to develop their independence as they make choices in their play. Children take part in both adult-led activities and freely chosen play. This means they are developing their social skills as they learn to share and cooperate with others.

Children's behaviour is good as staff effectively model good manners. They give children gentle reminders about sharing and ensure children know the rules of the pre-school. For example, at tidy up time children are asked to pick up two resources each to put away. This means children are learning about the behaviour staff expect from them. Children develop strong levels of confidence. For example, they approach new adults and ask them questions and demonstrate a sense of curiosity. Children receive praise and encouragement, which supports their self-esteem effectively. Staff promote children's awareness and understanding of their own safety through reminders, such as being careful with the broom handles as they sweep. They further develop children's awareness

of safety by practising regular evacuation drills and discussing road safety when on outings. As a result, children are learning about how to keep themselves safe.

Children have daily outdoor play to enjoy fresh air. They choose when to have snack time, and serve themselves from the nutritious snacks and drinks provided. Children who stay all day bring in healthy packed lunches. Lunch times are extremely sociable events and children chat with their friends and staff. However, staff do not engage children in discussions to promote their understanding of the importance of good nutrition to maintaining healthy lifestyles. Children maintain good personal levels of hygiene because they follow regular routines, such as hand washing. Staff also follow appropriate hygiene routines to promote a healthy environment. Consequently, children are developing good self-care skills.

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

The management team work well together. They fully understand the requirements of the Early Years Foundation Stage, and ensure these are met. This helps to ensure that the team provides effective, quality care and learning for children. All staff attend safeguarding training and staff demonstrate a thorough awareness of the procedures to follow if they have concerns about a child. This knowledge helps to safeguard children in their care. The provider shares policies with parents to enhance their awareness of the setting's responsibilities and working practices. Staff are dedicated to maintaining safety at all times. Children are cared for in a safe and secure environment. Staff complete suitable risk assessments and daily checks, and the majority of staff are also first-aid trained. They follow well-organised routines for staff deployment and have clearly designated daily responsibilities. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides ongoing training and supervision for staff. They support staff extremely well to ensure they have secure knowledge and skills to carry out their roles and responsibilities confidently.

The management team evaluate the provision effectively. They seek feedback from parents through discussions and ask children for their views. They demonstrate the capacity for continuous improvement. For example, staff attend regular training to maintain good standards. Partnerships with parents are strong. The parent-led committee allows parents to work closely with the staff to improve outcomes for their children. Parents are contributing information about children's achievements from home to feed into the planning process. Staff share children's learning outcomes regularly to provide opportunities for parents to become involved in their children's learning. Staff monitor children's learning effectively and plan for their individual needs accordingly. This cohesive approach to children's learning and development helps children to make good progress. Parents report how staff are very 'Approachable and welcoming'. They are informed about all aspects of the nursery and their child's learning and care. The management and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek guidance and support where necessary, and promote integrated working with other professionals, local schools, and other settings children attend. This

approach helps to improve outcomes for all children and prepares them for their eventual move to school.

## 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>	148643
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	841832
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Chapel Lane Playgroup Committee
<b>Date of previous inspection</b>	03/07/2009
<b>Telephone number</b>	0118 9886023

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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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