

Chipping Campden Pre-School Playgroup

Old Telephone Exchange, Littleworth,, Chipping Campden,, Gloucestershire, GL55 6BD



Inspection date

29 April 2015

Previous inspection date

15 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff identify children's next steps for learning through precise and accurate assessment. This means that all children, including those who have special educational needs and/or disabilities, make good progress in their learning and development.
- Staff have a good understanding of their safeguarding responsibilities and they regularly refresh their knowledge of safeguarding procedures. They supervise children vigilantly in the indoor and outdoor play areas, keeping them safe.
- Staff are very astute and in tune to children's needs. Their positive interactions and close working partnerships with parents help children to settle quickly and give them confidence to explore, play and learn.
- The new management and staff team are passionate about their work and have a clear vision for the future of the pre-school. They have worked hard, in partnership with the local authority advisory teacher, to make many recent sustained improvements, which ensure good outcomes for children.

It is not yet outstanding because:

- Staff do not use effective systems to promote children's choice to play inside or outside, which does not support those children who prefer to learn outdoors. Additionally, staff sometimes interrupt children's play so they cannot always follow their own ideas to completion.
- Children have fewer opportunities to access information and communication technology resources and programmable toys to promote their technological learning.

What the setting needs to do to improve further

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

- enhance children's independent choices within their learning, for example, by ensuring that staff facilitate children's desire to continue their play in the outdoor area when they choose
- increase opportunities for children to use a wide range of information and communication technology resources, to promote their technological awareness.

Inspection activities

- The inspector observed children's play, activities and staff's interaction with children inside and outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the pre-school manager, staff, visiting professionals and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.

Inspector

Victoria Weir

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have gained a good understanding of how children learn through their relevant qualifications, further training and experience. Consequently, the quality of teaching is good. The high ratio of adults to children means that all children receive targeted support to develop skills and attributes needed for school. For example, older children sit in a small group learning to recognise letters and words as they read the days of the week. They learn to count and follow the rules for increasingly complex board games. Two-year-old children learn to love stories as they play with puppets and re-enact simple rhymes using their own words. Staff work well with parents and other professionals to quickly identify any gaps in children's learning and put in place appropriate support. Consequently, all children make good progress. Staff are particularly skilled at promoting children's communication and language skills. They engage children in conversation, teach them new words and ask challenging questions. Children with language delay benefit as staff use pictures, simple signing and repeated phrases, and follow professional advice. Staff provide a range of activities to promote children's all-round development. However, children have few opportunities to access and explore computers and programmable toys.

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

Staff are nurturing and build good relationships among children as they value children as individuals. For example, older children are encouraged to welcome and include younger children in their play as staff explain each other's actions and responses. Consequently, children behave well relative to their understanding and develop supportive friendships. Children are confident and motivated to learn as staff encourage them to help themselves to toys and resources. Children develop hygienic self-care skills as they help themselves at snack and manage their own personal care as appropriate.

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

Management and staff have made significant improvements to their assessment and self-evaluation procedures, demonstrating good understanding of the requirements of the Early Years Foundation Stage. This results in robust systems to monitor children's good progress and the overall effectiveness of the pre-school. Staff use their new or refreshed knowledge from training, local authority advice and recently introduced supervision to improve and enhance practice. For example, they have enhanced the role-play provision particularly to develop imaginative play for two-year-old children. They have limited some interruptions to children's play. However, they have not fully considered the impact on children's play when taking all children together for outside play. Staff regularly share planning and children's progress with parents, which ensures good continuity for children.

Setting details

Unique reference number	101505
Local authority	Gloucestershire
Inspection number	839105
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	15
Name of provider	Chipping Campden Pre-School Playgroup Committee
Date of previous inspection	15 September 2011
Telephone number	01386 841699

Chipping Campden Pre-School Playgroup registered in 1977 and operates in the North Cotswold town of Chipping Campden, Gloucestershire. The pre-school is open each weekday, from 9am to 2.30pm, during school term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs three members of staff. Of these, all hold appropriate early years qualifications. The manager holds an early years degree at Masters level.

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