

Chalke Valley Playschool

Broad Chalke Primary School, Newtown, Broad Chalke, Salisbury, Wiltshire, SP5 5DS



Inspection date

1 December 2015

Previous inspection date

11 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children do not receive consistently good quality teaching. They make less progress in their learning as a result.
- Staff do not make all activities interesting enough and children, especially those who are older or more-able, become bored too often.
- Staff do not always act promptly to give extra support for children who need extra help with their learning.
- The manager does not have an accurate overview of how well children are taught. Staff do not receive enough support to help them improve their teaching.
- Leaders do not have a clear picture of the strengths and weaknesses of the setting. This hinders their ability to make improvements.

It has the following strengths

- The playschool premises provide a pleasant learning environment for children to play indoors and outside.
- Younger children benefit from playing with older children because they copy their more advanced language and behaviour.
- Children enjoy snack time. They prepare their own food and wash up their plates and cups. This helps develop their independence skills.
- Staff take account of children's views when planning the playschool curriculum.

What the setting needs to do to improve further

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

	Due Date
■ ensure all children, including more-able children and those with special educational needs, receive good quality teaching and challenging learning opportunities throughout each day	02/05/2016
■ improve the leadership and management of teaching by providing precise and frequent staff supervision and performance monitoring so all develop their practice.	02/05/2016

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

- establish effective ways to evaluate the quality of the playschool and take rapid action to improve identified areas of development.

Inspection activities

- The inspector spoke with children, parents and staff.
- The inspector observed children playing and learning in the playschool and in the outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager and special educational needs coordinator.
- The inspector reviewed a range of relevant documentation.

Inspector

Susan Mann HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have changed procedures to help keep children safe and these are working well. Staff make sure they know whether children are playing indoors or outside and they supervise them appropriately. Safeguarding is effective. Staff know what to do if they have any concerns about the safety and well-being of children in their care. Systems to evaluate the strengths and weaknesses of the playschool are in the early stages of development. The manager has a few ideas of what needs to be improved. However, plans for tackling some weaknesses have not been put into practice and not enough priority is given to developing the quality of teaching. Staff receive some support in their roles to help them do a reasonable job. Meetings with the manager, for example, provide an opportunity to discuss general issues. The manager checks learning journey folders to assess how much progress children make. However, leaders do not check the quality of teaching nor do they regularly give staff ideas on how practice could be improved. Some teaching is not good enough as a result.

Quality of teaching, learning and assessment requires improvement

Children experience a mixture of good and weak teaching. Although staff know what most children are capable of, they do not make best use of this information when teaching children. In particular, some older children and those who are more-able do not have a chance to develop their thinking skills or be challenged to learn because activities are too simple. Staff do not routinely adapt them to meet individual learning needs. For example, children become bored reciting the days of the week at circle time. This leads to some not joining in with the rest of the activity because they have lost interest and staff struggle to involve them again. Some disabled children and those with special educational needs receive a very good level of support and high quality care. However, the progress of others is limited because staff do not effectively assess their possible additional learning needs or provide appropriate support.

Personal development, behaviour and welfare require improvement

Children's behaviour is generally good. However, when children become bored, their behaviour deteriorates and they disrupt the play and learning of others. Children develop their independence skills by choosing what to play with and by cutting up fruit for their snack, for example. They have opportunities to learn about the local community which helps develop their understanding of other people and families. For example, visitors come into the setting to share their different cultures or talk about the jobs they do.

Outcomes for children require improvement

Children make some progress but many do not fulfil their learning potential. Some do not demonstrate an interest in activities. Older children struggle to concentrate on group times that are not interesting to them. This means children are not fully ready for school when the time comes because they do not listen and concentrate on stories, for example, for an appropriate length of time.

Setting details

Unique reference number	EY345859
Local authority	Wiltshire
Inspection number	1030775
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	43
Name of provider	Chalke Valley Playschool Committee
Date of previous inspection	11 December 2014
Telephone number	01722 781 072

Chalke Valley Playschool is run by a voluntary parent-management committee. It operates from premises in the grounds of Broad Chalke Primary School, near Salisbury in Wiltshire. The playschool registered at its present site in 2007 but was operating for many years from a nearby village hall. It is open Monday to Friday during school term times, from 8am to 6pm. Children are collected from Broad Chalke Primary School for after school care. There are six staff who work with the children, five of whom hold appropriate early years qualifications.

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