

# Chalke Valley Playschool

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



## Inspection date

25 November 2016

Previous inspection date

1 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and staff have worked effectively with local authority advisors. They have made a number of improvements at the playschool. Better teaching and organisation means that all children make good progress and receive high levels of good quality interaction throughout the day.
- Staff make the most of the well-resourced environment. Children have plenty of chance to play outdoors. Many children choose to do this and they benefit from a wealth of interesting learning opportunities that staff provide.
- Children play very well together. They share resources and readily help one another when playing with soil and straw at the mud kitchen, for example.
- Children who need extra help with their learning and development receive high quality provision. The playschool's special educational needs coordinator expertly directs staff on how best to meet these children's needs.

### It is not yet outstanding because:

- Staff do not have enough information about how well groups of children are doing. They do not have a consistent or accurate view of whether girls learn better than boys, for example. This reduces the effectiveness of any action they take to narrow any gaps in children's learning.
- The management committee is not fully involved in evaluating what the setting does well and what needs to be improved. Therefore, its members do not always work collectively to consider what the playschool needs to develop next.

## What the setting needs to do to improve further

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

- implement a precise system of assessment so that the progress of groups of children is tracked more rigorously, and adapt teaching in the light of this information so that any gaps in children's learning and development are successfully addressed
- ensure the management committee is fully involved in all aspects of leadership, including the processes of self-evaluation and improvement planning.

### Inspection activities

- The inspector was joined by a colleague who shadowed the inspection. This colleague observed the inspection but did not contribute to the inspection judgements.
- The inspector observed children playing and learning indoors and outside.
- The inspector spoke with children, parents and staff.
- The inspector held meetings with the manager, the special educational needs coordinator, and a member of the committee. She also spoke with the local authority childcare officer on the telephone.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation including records about staff suitability and qualifications, curriculum planning, and assessments of children's development.

### Inspector

Susan Mann HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders took swift action to improve the playschool after the last inspection. Now, new staff work with established members of the team to provide good quality care and education. All staff, including the manager, receive regular and effective support that helps them reflect on what they do well and improve further. Recently introduced observations of teaching identify strong practice and areas for development. The relatively new management committee is establishing its leadership role well. Parents say recent improvements are evident and comments such as 'I cannot recommend the place highly enough' are typical of many. Safeguarding is effective. Adults know what action is needed to keep children safe and well. Recruitment processes ensure staff who work with the children are properly vetted and well-trained. Staff have high regard for children's safety: they make daily checks of the environment and help children understand how to keep themselves safe. Partnership working with other services, such as speech and language support and the local school enhances children's opportunities to do well.

### Quality of teaching, learning and assessment is good

Staff provide a mixture of small group teaching, individual support and play-based opportunities that suits children's learning needs well. They know what children can already do through making observations and accurate assessment. They also speak frequently to parents about what children do at home. This enables them to plan and deliver teaching that matches what individual children need to learn next. Children have a wide range of ages and learning needs at the playschool: staff meet these skilfully and professionally in a friendly and reassuring manner. They blow bubbles with younger children, for example, to help develop speech. High priority is placed upon developing children's communication and language, as well as their social, personal and physical skills. Staff make sure children who are older or more able are challenged to learn as much as possible through talking to them about what happens and why, for example.

### Personal development, behaviour and welfare are good

The playschool has an unhurried and relaxed atmosphere which children seem to enjoy. The gentle pace is particularly evident at snack time where children may stay as long as they wish to eat, speak with one another and rest, for example. This provides a very sociable affair when all children and staff sit together to share a wide range of healthy snacks. Even the youngest children serve themselves, aiding development of their physical skills. Children appear to relish this time to recharge their batteries before going off to play again.

### Outcomes for children are good

Children demonstrate listening and literacy skills that are above levels typical for their age. In group times, they are attentive and eager to join in with songs and actions, for example. During phonics sessions, many children recognise the letter 's' and understand that the sound begins words such as 'seahorse'. All children show very high levels of self-confidence and independence as a result of the encouraging and enabling manner of all staff. These skills prepare children very well for school when the time comes.

## Setting details

<b>Unique reference number</b>	EY345859
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1034816
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Chalke Valley Playschool Committee
<b>Registered person unique reference number</b>	RP520475
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	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 previously operated from a nearby village hall for many years. It is open different hours each day during school term times: on Monday it is open 8.30am until 6pm; on Tuesday it is open 8.30am to 3pm; on Wednesdays and Thursdays it is open 8.30am to 5.30pm; and on Friday it is open 9am until 3pm. Children are collected from Broad Chalke Primary School for after school care. There are five staff who work with the children, all of whom hold appropriate early years qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

