

# Chipping Campden Preschool Playgroup

The Old Telephone Exchange, Littleworth, Chipping Campden, Glos, GL55 6BD



## Inspection date

8 June 2018

## Previous inspection date

29 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff greet children and parents warmly each day. Good communication takes place between staff and parents. This supports good partnership between them and encourages continuity in children's care and learning.
- Children behave well and learn to share toys and equipment. Staff build children's self-esteem and confidence. They recognise and praise children's efforts and achievements.
- Staff support children's language and communication skills well. They ask questions to extend children's thought processes and encourage children to recall past or familiar events.
- Children enjoy healthy snacks. They learn about the types of food that have a positive impact on their bodies and they enjoy being physically active. Children spend lots of time outdoors each day and benefit from plenty of fresh air.
- Staff work well in partnership with local schools. They provide good support for children as they prepare them for the move on to school.

### It is not yet outstanding because:

- There are times during the day when children spend a considerable time waiting and not involved in activities, such as at snack times.
- Although staff undertake professional development opportunities, systems for monitoring their performance to support their ongoing development are still evolving.

## What the setting needs to do to improve further

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

- review the organisation of daily routines so that children continue to be well engaged in their chosen activities
- sharpen the focus on monitoring staff performance, to raise the quality of their practice and further support professional development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery, and discussed the process for self-evaluation.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand their role in safeguarding children. They know how to recognise potential signs of harm and neglect. Staff are fully aware of the procedures for sharing their concerns to help keep children safe. Recruitment procedures are rigorous. Management takes effective steps to ensure staff's ongoing suitability. Staff meet regularly as a team to plan a broad curriculum for children. They assess potential hazards and take steps to minimise them to ensure children remain safe. The views of parents and children are sought and used to inform the setting's processes of self-evaluation. Parents speak positively about the pre-school and the staff.

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

Staff observe, assess and plan effectively for children's individual learning needs. They take into account the ideas and interests of children. Staff adapt activities to meet the differing abilities of children. Children explore how colours change when they mix paints together. They use small tools, such as sponge rollers, to make patterns with the paint. They enjoy making prints with their hands. Children enjoy sharing their knowledge and talk about their experiences during small-group activities. For example, they identify different mammals and fish in books and recall visits to places of interest, such as aquariums during holidays with their families. Children use various pencils and crayons to make marks. They enjoy drawing and create their own pictures on paper. Children show good concentration and persevere with tasks. For example, they confidently use plastic tongs to pick up different food and equipment in the role-play kitchen.

### Personal development, behaviour and welfare are good

Children are happy and settled in the pre-school. They form good relationships with staff and their peers. The layout of the physical environment works well to support children's personal development. They easily access handwashing facilities and they can reach their coats from low-level hooks. Staff sensitively meet the needs of younger children. Mealtimes are social occasions. Children talk between themselves and with staff. Staff work closely with parents to ensure packed lunches are healthy and well balanced. Children move their bodies in different ways. For example, they complete various yoga moves and poses and they recognise and talk about the way they feel afterwards.

### Outcomes for children are good

All children make good progress from their individual starting points. They learn essential skills that support them in readiness for their future move on to school. Children are inquisitive, independent individuals. They learn to recognise their own names in print and register their attendance at the pre-school. Children confidently use technology and they delight in recording their own voices and listening to them. They learn how to meet their own personal care needs and the importance of good hygiene routines.

## Setting details

<b>Unique reference number</b>	101505
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1088851
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	13
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Chipping Campden Preschool Playgroup Committee
<b>Registered person unique reference number</b>	RP906657
<b>Date of previous inspection</b>	29 April 2015
<b>Telephone number</b>	01386 841699

Chipping Campden Preschool Playgroup registered in 1984. It operates in the north Cotswold town of Chipping Campden, Gloucestershire. The setting opens term time only from 9am to 2.30pm on weekdays. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is in receipt of funded early education for two-, three- and four-year-old children.

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