

# Chasewell Playgroup

C/o Chasewell Community Centre, Avocet Way, Banbury, Oxfordshire, OX16 9YA



<b>Inspection date</b>	12 June 2018
Previous inspection date	12 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 speak clearly to children and make good use of all opportunities to help them to develop their communication and language skills, including those who speak English as an additional language.
- All children make good progress in their learning from the moment they start, including children with special educational needs and/or disabilities.
- Staff establish close partnerships with parents and other professionals involved in children's care. They share a wealth of information to help them to build strong consistency and support towards children's learning.
- Children behave well. Staff help children learn to take turns, be polite and kind to others.
- Leaders form strong relationships and follow advice from other professionals well, such as local authority early years advisory teachers. They have improved the induction process for new management and committee members to fully understand their roles and responsibilities.

### It is not yet outstanding because:

- The manager does not always make the best use of staff supervision to help to raise their quality of teaching to the highest level.
- Sometimes, staff miss opportunities to challenge children's mathematical understanding and skills even further.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ Ensure that leaders keep Ofsted up to date with changes to the management of the setting.	26/06/2018

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

- strengthen the supervision of staff to help to identify accurate and precise professional development plans to raise the quality of teaching to the highest level
- extend the opportunities to challenge children's mathematical development even further.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff, local authority early years advisory teacher, chair of the committee and the manager.
- The inspector took account of the views of parents spoken with on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of the local procedures to follow if they have a concern about a child's welfare. They share relevant information with parents to help them to understand their child protection policy. Staff deploy themselves well to help to keep children safe. Overall, the manager and staff attend regular training to help to keep their professional knowledge and skills up to date. They share best practice and adapt their provision to implement new learning effectively. For example, they have enhanced the opportunities for boys to practise their early writing skills following a training course on supporting boys learning and development.

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

Generally, staff have a good understanding of how children learn. They observe children's interests and carefully scaffold their learning well. Children show an interest in the nature garden. Staff make good use of this opportunity to discover and challenge what children know about growth. Children know that flowers need water to grow and a member of staff asks them skilful questions to make children think about what else they might need. Older children remember that they also need sunshine. Staff give children the time they need to think and share their own thoughts and ideas. For instance, children find a bee and staff encourage them to think of a safe place to put the bee so that the bee and the children are all safe.

### Personal development, behaviour and welfare are good

Staff know the children very well and tailor their care to meet their individual needs and learning. They create opportunities to support children's social skills well. Staff help children to learn how to lead healthy lifestyles. For instance, children practise cleaning pretend teeth and learn why it is important to clean them. Children are motivated learners. They use natural resources to make mud pies and they hunt around the herb garden to add different ingredients. Staff encourage them to use their senses to smell and name which herbs they would like to use. Children's transitions on to school are supported well. For example, staff invite teachers to the setting to meet the children and share information about their development.

### Outcomes for children are good

Children develop good independence. At snack times, they pour their own drinks, serve their own food and clear away their own plates and cups. When children choose to come inside to play, they take off their wellington boots and put on their own shoes. Children build strong physical skills. For instance, they learn to roll, climb and jump on gym mats indoors. Outside, older children learn how to bat balls to each other and balance on beams. All children make good progress towards their future move on to school.

## Setting details

<b>Unique reference number</b>	133597
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1085742
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Chasewell Nursery Committee
<b>Registered person unique reference number</b>	RP518023
<b>Date of previous inspection</b>	12 January 2015
<b>Telephone number</b>	01295 275 363

Chasewell Playgroup registered in 1973 and operates from a community centre in the grounds of The Grange Primary School, Banbury. It is open each weekday from 9am until 3pm, during term time only. The playgroup is in receipt of funding for the provision of free early years education for two-, three- and four-year-old children. There are nine members of staff, of whom seven have 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.

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