

# Chips-Thorn Grove School



Thorn Grove Primary School, Thorn Grove, Bishops Stortford,  
Hertfordshire CM23 5LD

<b>Inspection date</b>	15 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- Staff are aware of all children's care needs, including those who have special educational needs and/or disabilities. This helps staff to tailor care precisely, to meet each child's individual requirements.
- Staff complete specific medical training to ensure that they are able to meet the needs of every child effectively.
- Staff invite parents to share their views and opinions through feedback forms. This helps the leader to make decisions about ongoing improvements. Parents say that the integration of children is superb. They think that staff are knowledgeable and experienced.
- Staff promote children's communication skills well, which helps to support their interaction with others and develop good social skills.
- Staff promote children's health and well-being successfully. For example, children have fun taking part in outdoor activities that help to nurture their physical skills.

### It is not yet outstanding because:

- At times, there are not enough opportunities for children to make independent choices about play.
- Staff do not implement the current key-person system consistently to promote close relationships with parents.

## What the setting needs to do to improve further

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

- provide children with even more opportunities to make independent choices from the wide range of toys and equipment
- strengthen the key-person system to promote an even closer relationship with parents.

### Inspection activities

- The inspector observed the quality of staff's interactions and play during activities and assessed the impact this has on children's development.
- The inspector observed practice and discussed this with the management team.
- The inspector held a number of discussions with the leader, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector also discussed with the scheme's leader how she reflects on practice.
- The inspector took account of parents' views through discussion and written feedback at inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have completed training that helps them to identify and report any concerns about children. They are aware of the signs that help them to understand the indicators that children are at risk of being exposed to extreme ideas about right and wrong. Action is taken to minimise potential hazards in all areas used by children, to ensure that their safety is protected. There is a secure entry system, which means that staff know when a visitor arrives. Induction and supervisory meetings help the leader to support staff's ongoing professional development. Children develop good relationships with staff. They show that they are happy, comfortable and safe in the environment. Good staff deployment helps to ensure that staff supervise children at all times, which helps to protect them from harm.

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

Children have fun as they take part in a wide range of play and activities. This helps them to practise their developing skills. With support from staff, children discover how to kick a football. Staff use sounds to stimulate children's interest successfully. They sing familiar songs, such as 'Old MacDonald had a Farm', and use picture cards to support children's understanding of individual words, such as 'dog' or 'cow'. Staff ensure that they praise children's efforts. For example, they tell them how well they have done as they move around independently in the ball pool. Children are fascinated as they carefully manipulate shaving foam and dough. They confidently explain to adults that they are trying to mix them together. They show perseverance as they achieve what they set out to do.

### Personal development, behaviour and welfare are good

When children shows signs of distress, staff provide them with support and reassurance. As part of behaviour management, staff use distraction to divert children's attention and engage them in activities. Children learn how to keep themselves and others safe. For example, they take their shoes off if they want to play on the bouncy castle. Children talk about how this will help to prevent them hurting others. Staff prepare fresh fruit for children to enjoy at snack times and drinks are always available. This helps to support children's well-being.

## Setting details

<b>Unique reference number</b>	EY536575
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10057002
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 19
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Children's Integrated Playschemes Committee
<b>Registered person unique reference number</b>	RP909984
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01992 534664

Chips–Thorn Grove School registered in 2016. The scheme employs 16 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2. The scheme opens from Monday to Friday during school holidays only. Sessions are from 10am to 3.30pm.

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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