

Inspection of Chafford Hundred Preschool Playgroup

Clifford Road, Chafford Hundred, Grays, Essex RM16 6BZ

Inspection date: 11 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The caring, family atmosphere of the pre-school enables children to feel exceptionally safe, secure and happy. Children develop extremely strong attachments with their key person. They settle superbly well, and are highly motivated to play and learn. Staff are excellent role models. They have high expectations of all children and celebrate their individuality. They encourage the concepts of kindness, courtesy and respect for others. Children behave exceptionally well.

Children's health and well-being are given high priority. Staff have recently attended training to enhance their understanding of how to promote children's mental health. As a result, children are supported well in understanding their feelings and how they respond to others. Staff adapt the playroom to meet the needs of individual children. For example, 'cosy areas' have been created for those who prefer quieter spaces.

Children play together very well. They create their own imaginative play, using the real-life items in the role-play area. Children demonstrate very good listening and attention skills. For example, younger children become thoroughly engaged when singing number songs. They are delighted when staff introduce visual aids, such as Christmas puddings, to encourage their counting skills. They are rapidly developing the key skills for future learning.

What does the early years setting do well and what does it need to do better?

- The setting is well established in the community. Staff work very closely together as an enthusiastic and committed team. They are well qualified, which has a positive impact on children's learning. The managers and staff have a good knowledge of each child's learning and development. They ensure activities are planned to help children make very good progress in their learning.
- Staff use highly effective methods to manage children's behaviour. They respond to children calmly and help them learn the skills they need to resolve conflict themselves. They talk to the children about how to manage sharing and taking turns. Staff praise their achievements, which helps to develop children's confidence and self-esteem.
- The managers place high importance on staff well-being and professional development. They arrange regular supervision meetings and encourage staff to attend training to keep their skills and knowledge up to date. Thorough induction processes help staff to fully understand their roles and responsibilities.
- Children are nurtured and exceptionally well cared for. Their health, safety and well-being are given the utmost priority. For example, staff give parents helpful suggestions for a healthy packed lunch. Children learn how to keep themselves

safe. They carefully manage the steps into the garden and say, 'Let's walk safely,' to their friends, as they go inside.

- The well-organised routines and child-accessible resources help to promote children's independence skills extremely well. Children persevere with the buttons and zips on their coats and put on their boots when they go outside. They confidently pour their drinks and serve their fruit at snack time.
- Children are encouraged to be respectful and contribute positively to society. They have discussions about people less fortunate than themselves. Children happily collect food for the local foodbank. Staff help them to recognise people who help us. For example, children are very proud of the 'thank you' letters they wrote to the Chelsea Pensioners on Remembrance Day.
- Children demonstrate their good communication skills as they talk to each other and adults. Staff use sign language extremely effectively to help younger children communicate. All children, including those who are learning English as an additional language, are confident talkers.
- Parents are warmly welcomed into the pre-school by the very friendly and approachable staff. Parents speak very highly of the pre-school and especially value the online system of sharing information about their child's learning. They say that they enjoy listening to their children singing Christmas songs at home which they have learned at the pre-school.
- Children have fun working in small groups, developing their concentration and listening skills. However, staff do not always use opportunities that arise to further support children's emerging knowledge about letters and the sounds they represent, in preparation for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed training to help them to understand their safeguarding responsibilities. They know what action to take should they have any concerns about a child's welfare. Staff have a good understanding of wider and changing safeguarding issues, such as protecting children from radicalisation. They have regular discussions about safeguarding issues at staff meetings, to keep their knowledge up to date. Staff supervise children closely at all times. They set clear rules and boundaries that help children to keep themselves and others safe.

What does the setting need to do to improve?

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

- provide children with even more opportunities to enhance their emerging understanding of letters and sounds, to build on their good literacy skills and help to prepare them for their future learning.

Setting details

Unique reference number	204346
Local authority	Thurrock
Inspection number	10069834
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	50
Number of children on roll	66
Name of registered person	Chafford Hundred Preschool Committee
Registered person unique reference number	RP902028
Telephone number	01375 480222
Date of previous inspection	28 November 2014

Information about this early years setting

Chafford Hundred Preschool Playgroup registered in 1993. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am to 12.15pm and from 1.15pm to 4.15pm. An optional lunch club operates between 12.15pm and 1.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The inspector and the manager completed a walk around all areas of the pre-school to gain an understanding of how the provision and the curriculum are organised.
- The pre-school manager and the inspector carried out a joint observation.
- The inspector spoke to staff, parents and children at appropriate times during the inspection, and took account of their views.
- The inspector held a meeting with the provider and pre-school manager. She looked at a sample of the pre-school's documentation, including staff qualifications, safeguarding policies and procedures, and suitability checks of staff working in the pre-school.

We carried out this inspection 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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