

Inspection of Chalke Valley Playschool

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

Inspection date: 10 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome when they arrive at playschool. Staff greet them with a smile and children of all ages and abilities are delighted to attend. Children benefit from regular conversations with staff throughout the day. These range from discussions about African animals to what is healthy in our lunch today, and talking about fair play.

Children enjoy stories being read to them. They will often stop what they are doing to join in a familiar book that they can hear being shared with others. Children enthusiastically join in with songs and like it when staff make up new words for songs that they know. Staff know how these activities help children develop new vocabulary and recognise the pleasure that children gain from these.

All staff know children's interests and needs. Staff work closely with families to think about what strategies will help children develop. This collaboration means that children grow in confidence in areas that they may have previously found difficult. For example, children who are learning to play with others are given responsibilities to look after play equipment. This gives them a sense of belonging and a purpose to engage with other children.

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

- Leaders have a clear vision to improve children's confidence, independence, communication and language. They recognise the impact that the COVID-19 restrictions have had on children's early childhood experiences and are focused on building children's resilience to 'have a go'.
- Staff know how the activities that they select support children's learning. They skilfully teach children through a blend of play and direct teaching. For older children, they provide short opportunities for them to learn about letters and sounds. Staff plan these in partnership with the local school to ensure a consistent approach. This gradually builds children's awareness of the sounds within words, which helps their future reading skills.
- Children are taught key mathematical concepts in their play. Staff count with children, comment on repeated patterns and use mathematical words such as 'symmetry' when children are painting. Occasionally, staff try to teach children too many things at once rather than focusing on a key skill or idea. This can be confusing for some children.
- Children enjoy lots of physical activities, particularly outdoors. They dig in the sandpit, play among the trees and ride bikes or scooters. They work together to lift and roll tyres, which they use for imaginative play, going on a 'safari bus' and looking for African animals.
- The manager and staff know all children well. They reflect carefully on each

child's individual needs and consider resources that help children to develop. Parents describe staff as 'personalising' their children's learning. For example, to develop children's fine motor control when they are reluctant to use a pencil, staff engage children in activities such as 'beat the buzz' steady hand games. This builds children's manipulative skills and confidence for future learning.

- Staff accurately assess children's progress and consider the next steps to develop. They regularly communicate children's successes and areas of development with parents at pick-up time, and through a secure online learning journal. This builds a strong relationship with children and their families. Parents explain that their children have 'thrived since attending' and are 'well prepared for school'.
- Leaders set high expectations of staff and children's behaviour. On the rare occasions when children become frustrated, staff are calm, talk to children and seek to understand the underlying cause for their behaviour. Because of this, children feel understood, settle quickly, and are able to resolve incidents. In some circumstances, children are able to solve their own disagreements by using a sand timer to take turns. There are some moments in the day when children wait too long for staff to start activities and they become unnecessarily restless.
- The manager works closely with parents and external agencies to quickly identify and support children with special educational needs and/or disabilities. Leaders maintain high expectations of all children that are appropriate to their needs. All staff know and care for the specific needs of all children, particularly those who are disadvantaged.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses her experience and expertise to ensure staff are confident and aware of their responsibilities to keep children safe. Staff are alert to signs and symptoms that may indicate a child is at risk of harm. They know what action to take to report concerns about children's welfare or other staff's behaviour. The manager and committee regularly review recruitment procedures with the local authority to make sure processes are robust. New staff are supported and monitored through an induction process, which builds their understanding of safeguarding policies and provides training.

What does the setting need to do to improve?

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

- develop the planning of adult-led activities further, to focus more sharply on the key skills and concepts staff would like children to learn
- start activities promptly once children have assembled, to increase their focus and engagement from the start.

Setting details

Unique reference number	EY345859
Local authority	Wiltshire
Inspection number	10233706
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	20
Number of children on roll	66
Name of registered person	Chalke Valley Playschool Committee
Registered person unique reference number	RP520475
Telephone number	01722 781 072
Date of previous inspection	25 November 2016

Information about this early years setting

Chalke Valley Playschool is run by a 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. It is open from 8.30am to 6pm, Monday to Friday, term time only, but opens for three weeks in the summer holiday. Children are collected from Broad Chalke Primary School for after-school care. There are six staff who work with the children. All staff are either working towards or have appropriate qualifications.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the setting's intentions for children's learning.
- The inspector spoke with children, staff and a committee member at appropriate times during the inspection and took account of their views.
- The inspector observed staff interacting with children, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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