



Cheeky Chimps Playgroup

Inspection report for early years provision

Unique Reference Number	EY272462
Inspection date	01 July 2005
Inspector	Jennifer Barton
Setting Address	C/o Ashcott Primary School, Ridgeway, Ashcott, Bridgwater, Somerset, TA7 9PP
Telephone number	
E-mail	
Registered person	Cheeky Chimps Playgroup
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cheeky Chimps Playgroup opened approximately 30 years ago. It is committee run and operates from purpose built premises on the grounds of Ashcott Primary School in the village of Ashcott in Somerset. Children attending are from the local area.

The premises consist of an entrance, a main play room, kitchen, storage room and toilets. There is a ramp to gain access to the building and a disabled toilet. The group have an enclosed outside play area.

The playgroup is open Monday to Friday from 08.45 to 11.45 term time only and is registered for a maximum of 26 children aged two to five years of age. They also operate a breakfast club and after school club for the children of the playgroup and the school which allows them to care for up to 20 children from two years to eight years of age. They also accept children up to the age of 11 years. The breakfast club runs from 07.40 to 08.40, and after school club from 15.00 to 18.00. Children also have the option of joining the lunch club from 11.45 to 12.45.

At present there are 24 children on roll of these 17 children are in receipt of funding. The pre-school currently supports a number of children with special educational needs.

There are four members of staff working with the children of which two currently have appropriate level 3 early years qualification and one is working towards a level 3 qualification.

The playgroup receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a healthy environment, each session there are good indoor and outdoor activities to help children develop control of their bodies. As children have free access during sessions to the outdoor area they benefit from regular fresh air as they use the wide range of resources such as, climbing and balancing equipment and wheeled toys. Children are eager to explore the natural areas of their outdoor space and are interested in learning to climb trees. They enjoy digging and growing fruit and vegetables in their garden area, which develops their physical skills. Children become increasingly aware of the way activities and the weather affect their bodies, they know when they need a rest or a drink and are able to easily access drinks both indoors and outdoors.

Children are well cared for in a clean environment, where they learn the importance of good hygiene and personal care. Children understand why they wash their hands before handling food, after messy play and visits to the toilet. Children are able to access antibacterial soap and disposable towels to prevent the spread of infection. Children understand why they have to wash the fruit and vegetables they have picked, for example, so they do not get upset tummies. Breakfast club children are encouraged to bring toilet bags and toothbrushes introducing them to dental hygiene.

Children enjoy healthy and nutritious snacks and drinks as they learn about healthy eating. Children are excited when they eat the fruit they have grown and when cooking with the vegetables they have grown such as, in vegetable curry or rice salad. Children's dietary requirements are met well through good information and liaison from parents. After school children enjoy healthy eating from around the world, such as curry and pasta dishes. They also experience ways of relaxing and calming the body through head massage.

Accurate records are maintained of all accidents and medication administered, thereby ensuring children are well cared for and emergency treatment can be sought in the best interests of the child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe, bright and cheerful environment. They can move safely and freely and access a wide range of suitable, exciting and challenging equipment and resources appropriate for their ability and provision, for example, different resources are accessible to breakfast club and after school club children. Children are able to make safe choices about their own learning and play. Children learn how to make themselves safe through clear guidance from staff such as, not to run down the ramp, not to climb too high on the trees and only one child at a time using trampolines and tunnels.

Children are safeguarded and their welfare promoted through good procedures and documents in place. For example, regular risk assessment on premises and equipment, and good outing procedures. Children are supervised well both indoors and outdoors and notices are displayed on all outdoor gates requesting adults to keep gates closed to make children secure. Children are well protected from the risk of fire by regular fire drills and proper location of fire appliances. Staff have a good understanding of child protection procedures in line with the local area child protection committee procedures which protects children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school. they arrive happy and are eager to participate. All children are achieving well because staff are highly experienced and qualified. They have good knowledge of the Curriculum guidance for the Foundation Stage and are becoming aware of the framework for Birth to three Matters. Children have close relationships with staff who use their partnership with families and carers to identify and plan for their individual needs. Staff are flexible within their routines and encourage child initiated activities. They build on children's natural ability such as, exploring and mixing paint. Children benefit from staff who are interested in what children do and say and respond to their interests.

Children attending the out of school club enjoy a good and interesting selection of planned activities, which include gymnastics, drama, cooking and 'wild and woody' activities. organised on a weekly basis. These and other activities such as art and craft and construction are provided which encourage children's progress and achievements.

Nursery Education

The quality of teaching and learning is good. Children are making good progress

across the six areas of learning. Children have regular observations, and assessment records show how children are achieving. Children's progress is identified against the stepping stones and staff are able to plan the appropriate next steps in their learning. Children are growing in confidence and independence. They are able to select and carry out activities and take responsibility for their own personal care. Children are learning to recognise their name and letters of the alphabet. However, there are few examples of children attempting to write their name. Children experience regular counting and problem solving in daily routines such as register time. Children are recognising number shape and the concept of number through activities such as puzzles, they also are able to sort and match in lotto games.

Children are confident with information technology equipment. They use the computer well and are familiar with the mouse. Children have wonderful experiences to explore and investigate in their outside area, they plant flowers, fruit and vegetables, and enjoy observing and caring for them as they grow.

Children use their imagination well in role play activities, they enjoy using dressing up resources.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Children receive good support and care from staff who liaise closely with parents and carers to ensure children's progress is suitably enhanced. Staff have experience and training on caring for children with special needs. Children with special needs are supported very well through good interaction by staff who take positive steps to promote their welfare and development. Children are learning to share and take turns through planned activities and games. Children generally behave well and are able to show kindness and consideration to others. Staff explain and help them to realise that their behaviour may affect others.

Planned activities, resources, local visits and visitors to the pre-school introduce children to their own environment and that of the wider world. After school children are learning about culture in India and Italy through eating different foods and experiencing Indian head massages. Children's spiritual, moral, and cultural development is fostered.

Partnership with parents is good. Parents have verbal and written information about their children's progress. There are written policies, procedures and information available to parents.

Organisation

The organisation is good.

Children are happy and settled in the well organised premises and adjoining outside area which is all available to children throughout the session. Children are able to

freely access all areas indoors and outdoors and select individually from a wide range of good quality toys and equipment.

Children benefit from qualified and well experienced staff which enhances their care and development. Staff are mainly well deployed and ensure children with special needs are appropriately supported by regular individual attention and positive interaction. However, at times more able children do not receive sufficient attention.

The leadership and management is good. There are systems in place to monitor and evaluate the provision such as, staff appraisals, verbal feedback from parents and regular meetings. Any areas for improvement that are identified are discussed and dealt with such as, administration and staffing.

Children's well being is appropriately supported through good documentation and paperwork. The good quality of care and nursery education ensures the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous care inspections recommended that the pre-school conduct risk assessments

and improve door security. To update the behaviour policy and ensure regular relief staff are appropriately vetted. The nursery education inspection recommended that planning included all the early learning goals across the six areas of learning.

Staff have developed a risk assessment system and appointed a member of staff responsible for this area and daily checks on premises and outdoor space is now undertaken. Locks and buzzers are now installed on the main entrance door.

The behaviour policy now includes information on how incidents regarding physical intervention are recorded in the accident files. Leadership now ensures all regular adults in the pre-school are appropriately vetted and the necessary paperwork is on record. As a result, children are more safe and protected from harm.

Staff have developed appropriate planning to include all the goals across the six areas of children which is providing more effective learning for all children.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure consistency of staff cover so all children continue to develop and make best possible progress

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- regularly review teaching and planning to ensure all aspects of the six areas of learning receive sufficient regular attention

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