

Chadlington Playgroup

Inspection report for early years provision

Unique reference number EY305915
Inspection date 22/04/2009
Inspector Sally Wride

Setting address Chadlington Bowls Club, Church Road, Chadlington,
Oxfordshire, OX7 3LY
Telephone number 01608 676238
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Chadlington Playgroup originally opened in the 1980s but opened from new premises in 2005. The setting is run by a parent management committee and operates from the Bowling Club in the village of Chadlington, near Chipping Norton. The setting serves the local area and has links with the local school. There is a fully enclosed play area available for outdoor play.

A maximum of 24 children may attend the setting at any one time. There are currently 19 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 14 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register.

The group opens on a Monday, Tuesday, Wednesday and Thursday during school term times. Sessions are from 09:15 until 11:45. An optional lunch club runs until 13:00 on a Monday, Tuesday and Thursday. Children are able to attend for a variety of sessions. The setting has procedures to support children with learning difficulties and disabilities and children who speak English as an additional language. Care is provided on ground floor level and accessible toilet facilities are available.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and confident and have fun in an environment where their welfare needs are promoted well, with the exception of minor weaknesses. They make progress in their learning and development and enthusiastically take part in planned activities and freely chosen play. Children's individual needs are well known by staff, who cater for these well in the inclusive care environment. Children benefit from the relationships that the staff enjoy with their parents and carers, although these are not fully extended to further support children's learning and development. Systems for evaluating the provision through reflection are developing well, with areas requiring further improvement currently being planned for.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of observations to inform children's assessments and improve opportunities for parents and carers to regularly review and contribute to their children's assessment files and individual education plans
- maintain a record of daily risk assessment checks, including aspects of the

- improve organisation that were checked, and when and by whom they were checked
- improve organisation by developing systems for sharing relevant information with other providers where children receive education and care in more than one setting.

To fully meet the specific requirements of the EYFS, the registered person must:

- demonstrate how supervisors have or will achieve a Level 3 qualification (Suitable people).

03/06/2009

The leadership and management of the early years provision

Children benefit from the effective organisation of the setting and a committed staff team. Although the newly formed committee have only recently taken up their posts, they are quickly familiarising themselves with their roles and responsibilities, supported well by the dedicated manager and staff. Both the committee and staff meet regularly as a team which ensures effective communication. Positive steps have been taken by the new committee and staff team to implement and develop systems of self-evaluation. Together they have worked to ensure areas of strength have been identified, in addition to areas requiring further development. These areas are currently being planned for and developed and are beginning to have a positive impact on outcomes for children. All recommendations raised at the last inspection have been suitably acted upon, demonstrating the setting's capacity to maintain continuous improvement.

Although the manager holds a longstanding qualification, it is unclear whether this qualification meets with current qualification requirements. This is currently being investigated by the committee to ascertain whether further training is required. The manager herself demonstrates a commitment to undergo further training as required. All staff regularly attend short courses which ensures they remain up to date with current good practice and professional advice. Suitable recruitment, vetting, induction and annual appraisal procedures are in place which ensures that children are cared for by safe and suitable adults. Children's welfare is safeguarded through effective child protection policies and procedures. Staff have a clear knowledge of the known indicators of child abuse and a suitable understanding of the actions that they should take in the event of a concern about a child in their care. Children's care environment is safe and risks have been identified and minimised. Detailed risk assessments are in place and staff ensure that they complete visual checks both prior to children's arrival and throughout the session. However, daily records of these checks are deleted at the end of each session and no record is maintained of the aspects of the environment that were checked, and when and by whom they were checked. All other documentation, policies and procedures required for the safe and efficient management of the setting are in place and well maintained.

Parents and carers are informed of how the care of their children is organised through the prospectus, newsletters and notice boards. They benefit from daily

exchanges of information with staff and have access to the settings policies and procedures upon request. Children's individual education plans and assessment and development files and are available for parents and carers to view upon request and during formal open sessions each term. These arrangements have not, however, been extended to encourage parents and carers ongoing involvement or contribution to identifying the progress their children have made and their future learning needs. Relationships between staff and local school teachers are well developed and work to support children's transition to school well. However, children's progression and continuity of care when attending more than one provider is not fully supported. This is because relationships with these other providers have not yet been developed to ensure that information is effectively shared. The manager and staff team have a clear understanding of the advice, support and guidance that can be accessed to support children with learning difficulties and disabilities and those who speak English as an additional language. This is accessed as required to ensure that all children make progress in line with their unique welfare, learning and development needs.

The quality and standards of the early years provision

Children are happy and settled in their care and learning environment and confidently make independent decisions about what they would like to play with and how they would like to spend their time. They keenly engage in the activities provided and make progress in all areas of learning and development. Recently introduced systems for planning, observation and assessment are developing well to ensure that every child's individual learning and development needs are planned for. These systems are, however, still being established and extended to ensure they fully promote positive outcomes for children. For example, although children have their own individual education plans, observations to support assessments are still being developed. Throughout their time at the setting, children take pride in developing a book of their work. These are shared with parents and carers at the end of the child's placement. Children benefit from staff involvement and interaction in their play. They behave well and enjoy warm praise and encouragement for their efforts and achievements which fosters their self-esteem. They concentrate well on their chosen activities and persevere as they experiment with tasks, for example, to fill plant pots with compost. They enjoy good relationships with others and cooperate well as part of small and larger groups.

Children's language skills are developing well through communication with their friends and staff. They confidently share their news at circle time and express their ideas, for example, 'we need water to make jelly don't we'. They enjoy listening to stories, often related to the theme being explored. They are introduced to letters and their associated sounds and see their names and other words displayed in print around the setting. Children's problem solving, reasoning and numeracy skills are developed as staff encourage them to count during everyday routines, compare differences in weight as they weigh toys, and sort objects into different types. They use simple electronic toys and programmes on the settings laptop. Children's creativity develops through daily art and craft activities, such as painting and cutting and sticking. They relish opportunities to dress up and engage in role play with their peers and confidently take part in music and singing sessions.

Children share a love of the outdoor area and benefit from being able to freely move between the indoor and outdoor spaces during the warmer weather. They are well supervised by staff and benefit from the regular access to fresh air. Children develop their physical skills well, for example, as they practise their throwing, catching and batting skills during games of baseball with their peers and staff. Their outdoor experiences also promote their learning and development in other areas. For example, they develop knowledge and understanding of the world as they plant seeds and tend to their planted vegetables and plants as they begin to grow and their calculating skills as they estimate how tall these will grow. Children's understanding of the importance of leading a healthy lifestyle is developed through effective hand washing procedures and the provision of healthy snacks that meet children's individual dietary needs. Children develop an understanding of the actions they should take in the event of a fire through the regular practising of the emergency evacuation procedure. They develop an understanding of road safety as they practise crossing the road using the 'stop, look, listen and think' technique. Children learn about the wider world through interesting themes and discussions, for example, the celebration of festivals. They have access to a broad range of play resources and books that portray positive images of diversity. They have the opportunity to learn about the wider world as they explore the natural habitats of a range of animals and the conditions of where they live. For example, as they explore arctic animal figures and ice, observing cause and effect as the ice begins to melt.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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