



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY272462

DfES Number:

INSPECTION DETAILS

Inspection Date 02/10/2003
Inspector Name Jacqueline Allen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cheeky Chimps Playgroup
Setting Address C/o Ashcott Primary School
Ridgeway, Ashcott
Bridgwater
Somerset
TA7 9PP

REGISTERED PROVIDER DETAILS

Name The Committee of Cheeky Chimps Playgroup

ORGANISATION DETAILS

Name Cheeky Chimps Playgroup
Address C/o Ashcott Primary School
Ridgeway, Ashcott
Bridgwater
Somerset
TA7 9PP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cheeky Chimps Playgroup is committee run and operates from a new purpose built premise on the grounds of Ashcott Primary School in Somerset. Children attending are drawn from the local area.

The premise consists of a hallway to hang coats, 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 with both grass and hardstanding.

It is open Monday to Friday term time only and is registered for 26 children aged two to under five years. It is open from 8.45-11.45am. They operate a breakfast club for the children of the playgroup and the school which allows them to care for up to 20 children from 2 to under 8 years. They also accept children up to the age of 11 years. The breakfast club runs from 7.40-8.40am. Children also have the option of joining the lunch club from 11.45am to 12.45pm. They do not provide overnight care.

The group accept funding for 3 and 4 year olds. Sixteen 3 year olds are currently funded. There are currently no children with English as an additional language or any special needs. There are four members of staff. Three currently have or are working towards a Level 3 qualification in childcare and another is working towards Level 2. They are supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Cheeky Chimps playgroup provides satisfactory care for children.

They organise available space so that it is inviting to children and encourages their play. The group have moved onto school premises and as yet have not started any written risk assessments. Some attention is needed to the security of the premises to ensure that access to the provision is able to be monitored. Staff are very aware of health and safety issues. All staff are active in promoting good hygiene and healthy eating.

Staff interact very well with the children to extend their play. They provide an excellent range of equipment which is easily accessible from good storage facilities and are keen to promote equal opportunities in the setting. There are good relationships forming in the group and staff know the children well.

Parents are given policies and procedures to read and an informative prospectus on the running of the playgroup. Some policies and procedures need updating to further inform parents. Staff are appropriately trained and are encouraged to continue training. Relief staff are available but need to be included in the vetting procedure.

What has improved since the last inspection?

At the last inspection, the provision agreed to display emergency evacuation procedures and ensure children have access to a range of resources to promote equal opportunities. The group have since moved premises but emergency procedures are now displayed. There is an excellent range of resources to promote equal opportunities.

What is being done well?

- Staff's interaction with the children is excellent. They are keen to encourage the children to think and respond to their interests.
- The play space is well organised and inviting to children.
- There is an excellent range of equipment and resources which are fully accessible to children through good storage facilities.
- Staff are active in promoting good hygiene and healthy eating in their daily routines.
- Staff have very good awareness of children's individual needs and excellent resources to promote equal opportunities.

What needs to be improved?

- vetting procedure for relief staff;
- procedures for uncollected children need to be reviewed;
- written risk assessments to be instigated;
- security of premises;
- behaviour policy to include recording of physical intervention;
- complaints procedure to include Ofsted's contact details;
- child protection policy to include procedures if allegations are made against staff.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
14	ensure that the child protection policy includes procedures to be followed if allegations are made against staff	31/10/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	ensure regular relief staff complete the vetting procedure
6	conduct a risk assessment on the premises recording any actions to be taken to minimize identified risks
6	make sure that premises are secure so that adults cannot enter unless invited
11	ensure behaviour policy includes information on recording incidents needing physical intervention

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Cheeky Chimps Playgroup is providing effective nursery education and children are making overall generally good progress towards the early learning goals in the six areas of learning.

Children are making very good progress in personal, social and emotional development and knowledge and understanding of the world.

In communication, language and literacy; mathematics; physical development and creative development progress is generally good, but attention needs to be given to developing children's formal writing skills and understanding of addition and subtraction.

Teaching is generally good and staff are continuing to develop their understanding and knowledge of the foundation stage and provide appropriate activities and use excellent resources to help children learn. However, when the new planning system is fully implemented they need to ensure all the learning goals are included and there is a balance across the six areas of learning.

Leadership and management is generally good, there are clear roles and responsibilities, and good staff development.

Partnership with parents is very good. The parents are well informed about the setting and are encouraged to be involved in their children's learning. Formal progress reports inform parents of their children's achievements.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, independent and well behaved.
- Staff provide appropriate activities and have an excellent range of resources, including those to promote equal opportunities.
- Good staff deployment and interaction skills support children's learning.
- Parents are well informed about the setting, they are encouraged to participate in their children's learning.

What needs to be improved?

- more opportunities to develop formal writing, for example writing their names on work.
- extending activities to develop an understanding of addition and subtraction.

- ensure planning includes all the early learning goals across the six learning areas to provide effective learning for all children.

What has improved since the last inspection?

Progress overall has been very good since the last inspection, despite the appointment of new supervisors and the playgroups move to new premises.

Staff now have a system in place to record any concerns about children's educational development. This is confidential between the staff and parent, all entries are signed and dated and this is effective in sharing children's progress.

They also provide parents with the opportunity to add their daily observations in the playgroups assessment record.

Finally, staff provide three annual written reports for parents, one at the end of each term, these include details of the progress made in all six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent; eager to learn and are able to choose their own resources. Staff encourage good behaviour, children respond well and are rewarded with stickers. Children show respect and sensitivity to other children and staff, and they share and work in groups well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well, they are able to share their experiences and interact well with adults and children. Children are naming and sounding letters of the alphabet and recognising their own name. Some activities allow children to develop their writing skills, but lack opportunities for formal writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning how to use numbers and count in everyday situations and they understand shape, size and quantity through practical activities. However, extending these activities will give children a better understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good awareness of people around them and their own lives as well as learning about people from different cultures and religions. Excellent activities are provided to give children opportunities to explore and investigate living things, objects and events they can observe. Excellent resources including information and communication technology are provided to support learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident and competent with the range of small equipment provided and show levels of skill, coordination and control. Large motor skills are developed through outdoor activities and using the wide range of large equipment including climbing and balancing frames. Activities such as action rhymes and obstacle courses show that children are aware of space, themselves and others.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to use their imagination in role play activities, which give children meaningful experiences such as shop, hospital, home and office. Art and craft activities are provided to allow children to express and communicate their own ideas. Musical instruments are used to allow children to explore and recognise sounds.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues.
- ensure planning includes all the early learning goals across the six learning areas to provide effective learning for all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.