

# Cheeky Chimps Playgroup

Inspection report for early years provision

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**Unique reference number**

EY272462

**Inspection date**

09/11/2010

**Inspector**

Christine Huard

**Setting address**

C/o Ashcott Primary School, Ridgeway, Ashcott,  
Bridgwater, Somerset, TA7 9PP

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

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. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attending are from the local area. The premises consist of an entrance, a main playroom, kitchen, storage room and toilets. There is a ramp to gain access to the building and a disabled toilet. The group has an enclosed outside play area. The playgroup is open Monday to Friday from 8.45am to 11.45am and 12.45pm to 2.45pm during 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 the 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 8am to 8.40am, and after school club from 3pm to 6pm. Children also have the option of joining the lunch club from 11.45am to 12.45pm. At present there are 19 children on roll, of these 18 children are in receipt of funding.

There are seven members of staff working with the children of which four currently have an appropriate level 3 early years qualification, one is working towards a degree and two others have appropriate childcare qualifications. The group receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Cheeky Chimps Pre-school makes outstanding provision for the children. They benefit from a very wide range of interesting and inspiring activities which take full account of all children's needs and abilities. This ensures that children make excellent progress in their learning and development. Staff are constantly seeking ways to develop their practice and adding to their qualifications. As a result, there is an outstanding capacity for further improvement and this successfully promotes children's welfare and learning.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve access to the outside provision so that children have full access to outdoor learning in all weather conditions.

## **The effectiveness of leadership and management of the early years provision**

The safeguarding and welfare of the children is of outstanding quality. There are very comprehensive policies and procedures in place to ensure that children are kept safe at all times. All staff have the appropriate security clearance and the identity of all visitors is carefully checked before they are allowed entry. Additional procedures, such as keeping all mobile phones, of staff and visitors, in a secure place to prevent the taking of photographs are also followed rigorously. Health, safety and risk assessments are of a high quality.

The manager is highly experienced, knowledgeable and skilled and is exceptionally good at embedding and driving improvement. She works with a well established staff team. Team work is very strong and resources are deployed exceptionally well. This means that the group is run and functions very effectively on a day-to-day basis. Self-evaluation is of excellent quality. Weekly staff meetings enable staff to identify and understand the strengths of the setting as well as looking at how they can improve further. Training is linked exceptionally well to individual needs and staff are looking continually to update and improve their qualifications. All recommendations from the previous report have been fully addressed.

The group is fully inclusive and promotes equality and diversity exceptionally well. Discrimination is not tolerated in any form. Engagement with parents is excellent. Information provided for them is of the highest quality. They receive regular newsletters and details of any particular events taking place. There are more formal opportunities to discuss their child's progress and next steps in learning and development at regular intervals. These all ensure that parents are fully involved in their children's learning.

The group has very close links with the school on whose site it is located. Relationships with the Reception class are excellent. Visits to the school and visits from the Reception teacher ensure that transition is as smooth as possible and children quickly settle in the new environment. The group has established many local links which helps the children learn about the area in which they are growing up. They receive visits from public services, such as the fire and police which all serve to re-enforce children's learning about how to keep themselves safe extremely well.

## **The quality and standards of the early years provision and outcomes for children**

The provision for welfare and for learning and development is excellent. Since the last inspection the quality of planning has greatly improved. All areas of learning are covered fully and the skills and knowledge to be gained from each activity are clearly identified. A range of observations are carried out by key workers, some short and to the point and some of much longer duration. These are recorded in children's 'Learning Pathways' which are excellent records of children's achievements and enhanced by photographs and samples of children's work. They

are used exceptionally well to plan the next steps in learning.

The children are very happy and extremely well cared for. Key workers work closely with small groups, making excellent use of questions to develop children's speaking and listening skills. The room is zoned so that children always know where to go to pursue particular activities, such as sand and water play. There are ample opportunities to develop early writing skills. They learn initial letter sounds and most can identify their own names when written as well as beginning to write them themselves. Number skills are developed very well through puzzles, songs and rhymes and counting and sorting teddies. They learn about shopping and money in the supermarket. All of these activities make an excellent contribution to the learning of children's literacy and numeracy skills.

The outdoor learning environment is excellent. Children grow vegetables, plant the seeds, nurture the seedlings and harvest the produce. They then cook and eat the fruit and vegetables. This not only adds very much to children's understanding of lifecycles, but also their notions of healthy eating. One soil bed is purely for digging and creative play. This not promotes healthy exercise but develops coordination and stamina. For example, children use a 'mud-pie maker' which is not only great fun but enables children to work out proportions of mud and water to make the perfect mud pie! The full range of other activities provided for outside learning complements the indoor activities extremely well. However, some activities, such as painting and mark-making have to be curtailed during inclement weather. However, the group is looking for ways to resolve this.

Snack time is a very happy and sociable occasion. Children enjoy a range of healthy snacks and contribute to the smooth running of the setting by helping to set things out and tidy up. This makes an excellent contribution to their knowledge of how to keep safe and healthy as well as developing other skills, such as cooperation, sharing and taking turns. Children understand that resources should be treated carefully so that all can enjoy them and behave extremely well. They respond very well to the use of praise and encouragement from staff. Children develop independence through making choices as to what activities they want to follow and concentrate really well. Procedures, such as self-registration means they learn to take responsibility for themselves and the focus on their basic skills ensure children are making excellent progress towards achieving the necessary skills for the future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met