

Chalfont St Giles Pre-School Playgroup

Inspection report for early years provision

Unique reference number EY290564
Inspection date 26/06/2012
Inspector Lynne Lewington

Setting address Chalfont St Giles Cricket Pavilion, Crossleys, Bowstridge Lane, Chalfont St. Giles, Buckinghamshire, HP8 4QN

Telephone number 01494 874 185

Email

Type of setting Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The Chalfont St Giles Pre-School Playgroup, formally known as Narcot Lane Playgroup, opened at these premises in 2004. This management committee run pre-school operates from two rooms at the Cricket Club in Chalfont St Giles and serves the local area. There is an outside area available for children's use. The group opens Monday and Tuesday, 9am to 3pm, Wednesday, 9am until 12noon and Thursday 9am until 1pm during school term time.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 22 children, between two years and eight years. There are currently 35 children on roll, nine of whom receive nursery education funding. The group has procedures in place to support children with special educational needs and/or disabilities or who speak English as an additional language.

There are six staff employed to work full time with the children, four of whom hold level three qualifications. Two others members of staff are employed as relief for emergencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Generally children make good progress in this happy, busy environment. Some staff demonstrate a high level of skill in their interactions with children, extending learning opportunities. Excellent relationships develop with parents and others which help to ensure individual needs are met well and the setting is an important element of the local community. Leadership and management is strong and proactive, evaluating the provision, recognising weaknesses and taking positive steps to make improvements.

What steps need to be taken to improve provision further?

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

- improve lunchtimes to enhance the enjoyable social learning experience of mealtimes
- improve staff awareness of how to extend learning opportunities for the more able and older children, including writing skills.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to ensure staff are suitable for their roles in childcare. Staff demonstrate a high level of awareness of the action they would take if they were concerned about a child in the setting. A clear safeguarding policy is in place, informing both staff and parents of the settings role in protecting children and reporting concerns. Staff are highly vigilant and promote safety and security very well, both within the setting and on outings. Comprehensive risk assessments are undertaken for all aspects of the provision, including outings. They are reviewed and updated frequently ensuring they are relevant working documents.

The well maintained and attractive environment and resources provide an interesting environment for young children. Excellent use is made of the secure outside space, with regular opportunities for use of the large playing fields. Children enjoy easy access to the high quality, attractive toys and equipment as they are stored at low level, in labelled, see-through containers. This aids children's opportunities to increase independence and make choices in their play. Good care is taken to understand children's individual needs. For example, staff arrange, with parents consent, to visit children at home before they join the setting. This enables a better understanding of the child and an easier transition into pre-school. Records indicate they have good quality information relating to individual needs. Resources reflect a diverse community and outings in the local environment enable the children to develop their awareness of their local community and the roles people play.

Some parents are very actively involved with the setting as committee members and trustees. Comments from parents indicate they are very happy with the setting and feel well informed and involved in their child's early education. Many comment on the approachability of the staff and appreciate opportunities to find out from daily diaries about their child's day. This simple opportunity encourages communication, enabling parents and children to talk about the day's experiences. A network of partnerships with others in the community increases positive opportunities for children. For example, reception teachers visit the setting to aid transition to school, equipment is shared, and staff attend meetings to share good practice and knowledge. Positive links with the local children's centre are in place, increasing access to advice and services for all involved with young children. Visitors to the setting, including the community policeman and the vicar, all increase children's awareness of their village community and the roles people play in helping others.

The management team recognise the importance of seeking the views of staff, parents and children when undertaking their self evaluation. They seek views in a variety of ways. This commitment and adaptability ensures they get a high response rate. For example, when looking at the way they communicate with families, they undertook an online survey, with paper copies available if desired. The response rate was good. They used the information to develop and improve their service and ensured feedback was given to those who participated. Through self evaluation they have identified the current system of monitoring children's progress as an area for further development. A new system in line with the future changes to the early years foundation stage is in the process of being developed. This is an aspect requiring development and the settings attention to it is well

targeted, indicating the management's proactive stance towards continuous improvement.

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

Children demonstrate excellent awareness of safe behaviours relevant to their age and levels of understanding. Daily routines and role modelling from adults enable children to develop an awareness of appropriate behaviours to keep them safe. Consequently they feel safe and secure within the setting. The sense of security enables them to explore and try new activities. Children demonstrate an independent awareness of the need to follow good hygiene routines and they enjoy healthy snacks and drinks. The free-flow environment between the outdoor and indoor environments enables them to benefit from a wide variety of activities which encourages their physical strength and well being exceptionally well. Staff discuss development and plan experiences to encourage skills at regular meetings. Some staff are very skilful at extending learning opportunities naturally as children play, enabling them to develop their capabilities and understanding. Good quality fact and fiction books attractively displayed in a quiet area are used well. Staff read to children spontaneously and seek books to support the children's activities. For example, reading a book about a blue balloon as the children play with balloons. Children learn to recognise their own names through routine activities. They have opportunities to make marks, however this is limited and does not offer sufficient encouragement and challenge to the older or more able children. Children show increasing awareness of size, shape, position, quantity and weight as they undertake a variety of activities, with water, sand and lentils. Imaginative use of resources enables children to experiment as they add water and potatoes to small buckets suspended on a washing line. They watch as the buckets go lower as they add more and they slide them along to empty their 'load' in another trough. Children talk about and identify the weather each day, increasing their awareness of the natural world. They look at the map of the world and talk with adults about the places they go, increasing awareness of maps and the wider world. Children actively use the paint, creating their own pictures and patterns, using the bright colours easily available to them. They enjoy dressing up and continue with other activities whilst dressed in a cape or as a princess, dipping in and out of the various activity opportunities available to them. They act out observations as they use the toy tools to saw and mend the bench. Hiding in the den creates great excitement as the covers are added and it becomes darker inside. Some assist in creating the den, demonstrating increasing awareness of their abilities to cooperate and work with others. Children demonstrate confidence in their physical abilities as they move skilfully around the outdoor environment, use the climbing frame and slide, negotiate the steps, run, jump, participate in an egg and spoon race, use tools in the sand and water and complete puzzles. Mealtimes can provide a good opportunity for children to develop their social skills, learn from each other and participate in group conversations. However, whilst the setting manages snack time well, lunchtime is less beneficial as children sit in a large group, struggle with food packaging and bags which clutter the table and consequently miss the opportunities for social interaction.

Staff encourage children to treat each other respectfully, use good manners, share and be kind to each other. They set an excellent example to the children in their interactions with them. Undesirable behaviour is managed calmly and fairly, ensuring consistent messages set an expectation for appropriate behaviour. Children demonstrate high levels of confidence and self esteem which is encouraged by the positive interaction of the staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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