

Chadlington Playgroup

Chadlington Bowls Club, Church Rd, Chadlington, Oxfordshire, OX7 3LY



Inspection date	15 September 2016
Previous inspection date	13 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parent partnerships are good. Staff keep parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting. For example, staff provide story sacks for children and parents to use at home.
- Staff provide children with an exciting range of activities. For example, they used interesting investigations with a range of eggs to spark children's curiosity and use of language.
- Staff know each child well. They observe their key children's development closely and plan effectively to move them on in their next stage in learning. Children make good progress from their individual starting points.
- The well-planned learning environment engages children well. Children have plenty of opportunities to lead their own play.
- Effective self-evaluation and a commitment from the manager and staff to continuous improvement have enabled the setting to maintain its good quality service since the previous inspection.

It is not yet outstanding because:

- Staff occasionally complete tasks for children that they could manage by themselves.
- Staff sometimes overlook opportunities to support children to take care of resources and their learning environment.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- recognise when to give children more time to manage tasks independently to help them make even better progress
- provide more consistent support to help children develop further their sense of responsibility.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The manager reviews the provision effectively to improve practice. She identifies strengths and weaknesses accurately, and focuses on improving outcomes for all children. The manager encourages staff to reflect on their teaching methods and identify training to develop their professional skills even further. She values the views of parents, staff and children in this process. Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have any concerns. The manager has thorough systems in place to monitor children's progress. She quickly identifies any gaps in development and works closely with other professionals to help children make good progress.

Quality of teaching, learning and assessment is good

Staff are skilled in helping children develop their communication and language skills. For instance, they used telephones to engage children in conversation and encouraged their use of descriptive language. Staff support children's curiosity of the world they live in successfully. For example, children observed changes as fruits and vegetables decayed over time. Children have good opportunities to develop their creative ideas and to experiment, such as considering the effects of mixing paints as they used finger painting and corks to decorate their art work. Staff provide plenty of opportunities for children to develop their early writing skills. For example, they provide novelty character pens to encourage children to write.

Personal development, behaviour and welfare are good

Staff are caring and attentive to children's needs. Children are happy and secure. Staff prioritise children's emotional development. For instance, they take time to help new children to settle, easing them into routines gently. Staff support children's good health. Children have plenty of opportunities to be physically active, such as balancing carefully on stilts, exploring the local environment and enjoying regular dance sessions. Staff are positive role models and employ a range of strategies to manage children's behaviour successfully. Children's behaviour is good.

Outcomes for children are good

Children gain confidence and are motivated to join in with activities. They develop good conversational skills. For example, during role play in the mud kitchen, children expressed their imaginative ideas to their friends clearly and conversation flowed freely at mealtimes. Children learn secure mathematical skills and use these confidently in their play. For example, they counted the number of crabs they had caught in their fishing nets and counted the number of candles on a cake accurately. Children learn a good range of skills that prepare them well for future learning.

Setting details

Unique reference number	EY305915
Local authority	Oxfordshire
Inspection number	1058826
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Chadlington Playgroup Committee
Registered person unique reference number	RP909848
Date of previous inspection	13 September 2012
Telephone number	01608 676238

Chadlington Playgroup registered in 2005. It operates from Chadlington, Chipping Norton, Oxfordshire. The playgroup opens Monday to Thursday from 9am to 1pm and on Wednesday from 9am to midday, during term time. The setting employs six staff, of whom five hold appropriate early years qualifications, including one at level 5 and one at level 4. The setting receives government funding for children aged two, three and four years.

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