



## **Piglits Pre-School**

Inspection report for early years provision

|                                |   |
|--------------------------------|---|
| <b>Unique Reference Number</b> | EY308805  |
| <b>Inspection date</b>         | 17 May 2006   |
| <b>Inspector</b>               | Jacqui Lloyd  |
| <b>Setting Address</b>         | 7th Crawley Scout Hut, Waterlea, Furnace Green, Crawley,<br>West Sussex, RH10 |
| <b>Telephone number</b>        | 01293 511673  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Rosemarie Masters and Deborah Oakes   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Sessional care  |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Piglits Pre-school is a privately run sessional group operating in the 7th Crawley Scout Hut, Furnace Green, Crawley in West Sussex.

The group operates for three days per week, both morning and afternoon sessions during term time only.

Two full-time qualified staff work with the children, and a team of bank staff provide

cover for absence.

Piglits is registered to care for a maximum of 20 children aged between three and five years, although the group generally limits the group size to 16.

The group is in receipt of funding to provide nursery education and there are currently 21 children on roll of whom 19 are funded.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are mainly kept healthy and protected from the spread of infection as a result of some clear and effective procedures followed by the staff. Tables are disinfected regularly and children are taught about the importance of hand washing before eating and after using the toilet. However, as children share a communal bowl of water at snack time, this does not adequately protect them from cross-infection.

A clear sickness policy advises parents about the exclusion of sick children and all staff undertake health and safety training.

Children have regular opportunities for physical play, such as using wheeled toys, play apparatus and playing with balls and hoops. The recent addition of an outdoor play area also enables children to enjoy fresh air and exercise.

Children are learning the importance of eating a balanced diet and enjoy a healthy mid-morning and afternoon snack. Staff seek written information from parents about the children's health and dietary needs. These individual needs are catered for and always carefully considered when planning cookery activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff make good use of the premises and organise the space well to provide suitable areas for different types of activities. For example, staff section off part of the hall specifically for those children that wish to explore floor games or large physical play opportunities, enabling children to move around safely.

The premises are well maintained and staff endeavour to make it a welcoming environment for the children. A low level display of the children's chosen favourite book characters is stimulating and attracts the children's interest.

Staff ensure the safety and security of the premises and take all reasonable steps to minimise danger. Children also learn about how to keep themselves safe as staff are teaching the children about danger. For example, when children are asked why they mustn't run and scream indoors, they answer 'because we might fall over and we won't be able to hear if someone is crying'.

Children play with a good range of toys and resources that present them with suitable challenge.

Children are well protected with regards to child protection as all staff undertake appropriate training and demonstrate a clear understanding of the signs and symptoms of abuse and their responsibilities in this area.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled at the pre-school. They show enthusiasm when they arrive and quickly settle to an interesting range of activities. Children enjoy their learning and are all engaged in purposeful play, supported well by the staff.

Staff have warm and positive relationships with all children and know them well as individuals. This allows them to feel secure and develop a strong sense of their own self-worth.

During the circle time, staff ask children how they would like to answer the register. Children choose to clap, sing and sit down to respond to the register and take delight in making these choices and taking an active part in the organisation of the routine. Children have a strong sense of belonging within the pre-school, as they contribute towards creating displays. For example, children have chosen and cut out their favourite story characters to form a collage. This enables children to see their work valued and take pride in their surroundings.

### **NURSERY EDUCATION**

The quality of teaching and children's learning is good

Children's learning is supported by staff who have a good knowledge of the early learning goals and how children learn. Planning clearly identifies the six areas of learning and links the steps within them to a range of appropriate activities. Staff work very well together as a team. They have a positive and cheerful approach and interact easily with the children. Staff have high expectations of the children and support them well to enable them to make good progress in all areas of learning.

Children's written progress records are very thorough and informative and clearly help to inform staff about the future planning. Staff use effective questioning to promote children's thinking and their enthusiastic approach helps to create an interesting and stimulating environment in which children enjoy learning.

Children develop good relationships with staff and other children in the group. They learn to co-operate, share and work well together. Staff help to develop children's vocabulary and understanding in general conversation very well by using effective questioning. During circle times and topics, staff utilise this opportunity to introduce new words. As a result of this, children are clear and confident communicators and are able to recall words they have learnt from stories such as 'ventriloquist'. Children have a genuine interest in books. They enjoy choosing freely from the books and

sharing these with their friends. Children are making good progress in linking words to letters and show confidence in mark making and letter formation. Many of the children are forming recognisable letters and some can write their own names.

Children are developing their awareness of number and counting through practical activities within the daily routine. For example, children confidently count how many children are present at registration time and recognise numbers in dates. Children have a good understanding of mathematical language and use it appropriately in their play. For example, children describe the size and length of their train track.

Children handle Information, Communication and Technology (ICT) resources competently, such as using a range of computer programs on a regular basis. Through well planned topics and planned activities children are developing an awareness of the wider world, differing cultures and festivals.

Children have many opportunities to move in a variety of ways, such as playing with the parachute or taking part in a game of 'Elephants can fly'. Children move freely around the hall, negotiating obstacles, furniture and each other competently. Regular planned inclusion of resources such as wheeled toys, hoops and balls also enable children to exercise their large muscles.

Children develop their imagination through dressing up and engaging in role play. They also create spontaneous 'shows' and enjoy performing these for their peers and staff. Children enjoy exploring colour and clearly understand how to create different colours by mixing paints through planned activities. However, there are few opportunities for children to freely access art and craft materials and explore different mediums such as sand, water and clay. This restricts children from developing a wider range of creative skills.

### **Helping children make a positive contribution**

The provision is good.

Children use a range of resources reflecting different cultures and lifestyles, such as books and dressing up clothes that help them to learn about diversity within society. They learn about different festivals and customs, enabling them to develop an understanding of the wider world. Children with additional needs are well supported within the group and staff work closely with parents and carers to ensure a consistent approach is adopted. All children are well behaved and they respond well to the gentle reminders from staff to take turns and share. This ensures that all children clearly recognise acceptable boundaries. As a result of this, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good and contributes towards children's achievements. Parents receive regular newsletters, which inform them of forthcoming topics and events. Parents receive detailed verbal and written information regarding their child's progress, routines, activities and individual needs and preferences. This helps to strengthen the partnership and ensure a consistent approach between home and the pre-school. Policies, operating procedures, child development and curriculum information is shared with parents to ensure they are fully conversant with how their

children are cared for and taught.

## **Organisation**

The organisation is good.

Staff organise space well to ensure children gain fully from all activities. Staff deployment is effective and ensures good supervision at all times. Staff are experienced in their roles and are knowledgeable about their regulatory responsibilities. They work well as a team and have an enthusiastic approach to their job, helping to create a busy and purposeful atmosphere for the children. The daily routine is organised around the needs of the children and helps them to develop positive attitudes towards learning. For example, they take an active part in the organisation of registration time and help to choose discussion topics.

All relevant regulatory documentation is in place. There are written policies in place to cover all areas of pre-school practice and management, contributing towards the effective organisation.

The leadership and management are good. There is a strong emphasis on training and future development. Staff review their practice and are committed to on-going improvement. Both staff are skilled and experienced early years practitioners who support one another well, creating a strong and focused team.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the procedures for hand washing at snack time to prevent the spread of infection between children

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the opportunities for children to independently access a wider range of creative activities, particularly sensory play on a daily basis.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)