



Pipit Pre-School

Inspection report for early years provision

Unique Reference Number	EY253045
Inspection date	03 October 2006
Inspector	Alison Jane Williams
Setting Address	27 Finch Road, Eastney, Portsmouth, Hampshire, PO4 9LT
Telephone number	02392 296 455
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Registered person	Naval Under Fives
Type of inspection	Integrated
Type of care	Full day care, 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Pipit pre-school was established over 20 years ago, and opened in these present premises in 2003.

The pre-school operates from a converted ground floor flat in the Eastney area of Portsmouth. This group is one of eight pre-school provisions which are run under the management of the Naval Under Fives. The pre-school has sole use of the premises which includes a fully enclosed outdoor play area.

The pre-school primarily serves children from the local naval community, although they also welcome children from the surrounding area. The pre-school offers appropriate support to children who have learning difficulties and/or disabilities and English as an additional language.

The pre-school is open Monday to Friday during school term times. Sessions are from 9.30 until 12:00 and 12:30 until 15:00. Children are able to attend for a variety of sessions and can attend both the morning and afternoon session in any one day, if they bring a packed lunch.

There are two members of staff work directly with the children, both of whom have a level three National Vocational Qualification in early years. All staff attend in service training to regularly update their knowledge of childcare. There are currently 12 children on roll; of these seven children are in receipt of funding for nursery education. The local authority supports the pre-school and visits are made to the group, these include having quality teacher input and advice from the area special educational needs co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of personal hygiene through consistent daily routines and discussions. They are encouraged to wash their hands at appropriate times. Children know they must wash their hands if they are dirty and before they have their snack and they know about germs. A box of tissues is provided and children are encouraged to blow their noses when necessary. Children are healthy because staff implement daily routines effectively to help prevent the spread of infection. For example, staff wear disposable gloves for nappy changing and surfaces are thoroughly cleaned with a bleach solution after every session. Children and adults are asked to remove outdoor footwear to help maintain a clean environment. Staff are fully aware of the procedures and detailed records are maintained of all accidents and medication administered, helping to keep children healthy. Parents give written consent for staff to administer medication and sign to acknowledge what their child has received, ensuring they are kept well informed. Children are protected because at least one member of staff who is qualified in first aid is present every session, ensuring they receive immediate treatment in the event of an accident.

Children are beginning to understand the importance of healthy eating. Staff talk to them about which types of food are good for you and encourage the use of good manners. Children are provided with a range of snacks including some healthy options, such as hard and soft cheese with crackers, dry breakfast cereal, and chopped up apples. Although, fresh fruit is not consistently available as staff are reliant on what parents provide. Children can access fresh drinking water freely and independently from named sports bottles, ensuring they are never thirsty.

Children enjoy walks around the local area and the garden is used to enjoy the benefits of fresh air and exercise on a regular bases. Children enjoy taking part in creative and messy activities. They use tools independently such as paint brushes, glue sticks and play dough cutters and are becoming competent learners. Children move around the setting freely and confidently from one play area to another. Children have opportunities to develop their large muscle skills and co-ordination as they use balls, hoops and skipping ropes and ride bikes and scooters in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn how to keep themselves safe, for example, they talk about not running inside and not throwing toys. Children become aware of road safety when on outings. Staff discuss finding a safe place to cross and children know to stop, look and listen before you cross the road. They practise regular fire drills, at different times and days, to ensure all children are fully aware of the procedure to follow should emergency evacuation be necessary. Children can access toys and play materials safely and independently. The premises are secure and access to the provision is monitored. The environment is warm, welcoming and inviting to children and their parents. The pre-school provides a safe environment for them, in which to play and learn. However, the layout of the building and the deployment of staff means children are not always within sight of the staff.

Children are safeguarded from harm because staff have a clear understanding of their role with regards to child protection issues. They have a good understanding of the required documentation to be kept and have detailed child protection information and policies in place to secure children's well-being. Staff know how to effectively deal with child protection issues and ensure parents are made aware of their responsibilities with regards to protecting children in their care as part of the registration procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They separate easily from their parents and carers and are pleased to see staff and other children. They enter the provision smiling and eagerly find their own coat pegs and self register. Children are well cared for and build good relationships with staff. They chat together during free play and snack and lunch time are social occasions. Children are able to choose their activities and help themselves freely from the low level open shelving and storage boxes around each room. They can select additional resources during free play, helping to develop their freedom of choice and independence. For example, they choose their own construction toys and select additional tracks to build layouts for the trains during small world play. Staff interaction with children is kind and sensitive. Children receive praise and encouragement and staff recognise their efforts. For example, when tidying up, sharing and taking turns and being polite.

The quality of teaching and learning is inadequate.

Children mostly enjoy the activities on offer and show interest in them. However, for the majority of the session they are engaged in free play and lots of the resources are not being used. The children are allowed freedom of choice, they choose what is familiar to them and are not actively encouraged to try something new, enabling them to develop their skills. For example a group of boys play with train sets for the majority of the session and are not encouraged to do anything else, unless the whole group is participating. Too many activities are the same each day, so children's interest is not sustained. Children do not make enough progress towards the early learning goals because activities do not always meet their needs or offer enough challenge. Children are interested the computers ,however, they have little opportunity to use everyday

technology because staff state that they do not have the time or staffing to provide the one to one support children require. Children can not access messy room freely throughout the session as room is closed once all children on the list have completed the creative activity. If children have already ,for example, printed their hands ,they do not have the opportunity to do this again or just to paint a picture. Activities are provided without staff being clear of what children can gain from them or how they can be adapted to suit children of different ages and abilities. Staff have an insecure knowledge and understanding of the Foundation Stage and activities are not planned to ensure all areas of learning are covered sufficiently. Staff are often unaware of the purpose of activities and fail to sufficiently engage children, consequently they become distracted and lose interest. For example, during hand printing children are asked to name the colours of the 4 paints provided and are asked if they knew how many hands they have. They then had their hands covered in paint by a member of staff and are told to press them onto the paper. They quickly have their hands washed and the next child is called to take their turn. Staff describe this as a maths and creative activity. Staff observe children and monitor their achievements, although this information is not used effectively to identify the next steps in their learning. Children's records are not kept up-to-date to present a clear picture of their progress over time.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and included. Systems are in place to support children with special needs or children with English as an additional language. The special needs co-ordinator has a clear understanding of her role and responsibilities and staff attend relevant training to help support individual children within the setting. They work together with parents and other professionals, to ensure that children's individual needs are met. Individual education plans are in place to ensure appropriate support is given to those children who require additional input. Staff have a clear understanding of equal opportunities and implement the policies and procedures well. Children have equal access to activities and play materials and staff supply additional resources, when necessary, for children to complete their own ideas. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good. They play together well and recognise the need to share and take turns. For example, they share out musical instruments ensuring they are fairly distributed, they co-operate to put tracks together to complete a circuit for their toy trains and wait patiently for their turn to paint. Children behaviour is managed calmly and consistently, enabling them to know what is expected of them. However, due to geography of the building and the deployment of staff children are not supervised at all times. They are often left waiting for something to do and at these times their behaviour is disruptive. For example, they run around, instigate play fights and throw resources around the room. Staff do not have children in their sight at all times and are consequently not always aware of these incidents.

Staff develop positive relationships with parents and take the time to get to know each family. Parents feel staff are friendly and approachable and feel able to discuss issues that may arise with the staff at any time. Children benefit from the good relationships and informal contact between their parents and staff. Parents share information about their children's needs when

they drop them off and collect them. Parents receive essential information about the provision when their child enrolls in the setting. They receive a satisfactory range of information about the day-to-day organisation of the group. Children can borrow books and puzzles through a lending scheme, enabling parents to share these resources with their children at home.

The partnership with parents of children who are in receipt of funding for nursery education is inadequate. Parents receive limited information about the foundation stage. They have access to children's development records but these are incomplete and do not clearly show children's progress. Children's ongoing progress records are all in one file so staff do not share these with parents as they are unable to maintain confidentiality. Parents receive an annual report about their child's progress and achievements in the six areas of learning, although they only have the opportunity to contribute to their child's records on the end of year baseline assessment. Staff and parents discuss what children have done in the session, but there is no system in place to encourage parents to share what they know about their children and their ongoing learning. They do not regularly discuss their individual progress towards the early learning goals or help to identify the next steps in their development. This limits the parents ability to contribute to their child's learning.

Organisation

The organisation is satisfactory.

Clear procedures are in place for the recruitment and vetting of staff, ensuring children are protected. Staff are well qualified and experienced to care for children and have updated their knowledge and understanding in a variety of areas through training courses attended. Minimum staffing ratios are maintained at all times. However, the geography of the building and outside play area is such that there are insufficient staff to ensure children are supervised appropriately at all times.

The leadership and management is inadequate.

The pre-school sessions do not run smoothly. Children are frequently left waiting around for something to do and they do not have free access to all areas throughout the session. The messy room is often closed, hindering children's progress in their creative development

Daily routines are not well balanced as children are engaged in free play for the majority of the time with little focus on planned or structured activities. Children have ample time to play and learn independently but limited time for activities which need more support and direction from staff. This has a detrimental effect on their learning and development in some areas of the curriculum. Staff do not plan activities or evaluate the overall organisation of the session well, which leads to many missed opportunities to provide adequate challenges for children. Management do not monitor and support staff effectively to ensure a well balanced programme is provided for children. This limits the opportunity for staff to develop their knowledge and understanding of the Foundation Stage and hinders their ability to improve practice and the delivery of the curriculum.

The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a recommendation was made to ensure all documentation and record keeping includes necessary detail and is shared with parents as required. All documentation required under Regulations and the National Standards is in place. The daily register of attendance, includes the full names of children, staff and visitors who are present during any session, although the times of arrival and departure are not routinely recorded. All relevant parental consents are in place and parents consistently sign accident, incident and medication records, ensuring they are kept well informed. Since the last inspection parents now receive regular newsletters and a white board is used to keep them informed about the setting and any changes to the procedures or routines.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- improve the organisation of time, resources and staff to ensure children are provided with a balanced range of learning and play opportunities and are supervised appropriately at all times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve the systems to monitor and record children's achievements and develop the systems to ensure the information is used to plan the next steps in their individual learning

- improve partnership with parents to share information about the pre-school curriculum and children's individual progress towards the early learning goals and how they can extend learning at home
- implement systems to monitor and support the pre-school staff to enable the improvement of practice and the effective delivery of the curriculum.
- ensure planning is in place to cover all areas of the curriculum sufficiently and to inform staff of the aims and objects for children's learning

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk