



Pippins Preschool

Inspection report for early years provision

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| Unique Reference Number | EY333805 |
| Inspection date | 12 October 2006 |
| Inspector | Lynn Clements |
| Setting Address | Icknield CP School, Lynton Way, Sawston, Cambridge, Cambridgeshire, CB2 4EA |
| Telephone number | 01223 833248 |
| E-mail | |
| Registered person | Pippins Pre-school |
| Type of inspection | Integrated |
| Type of 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 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?

Pippins Pre-school moved to its new site in Easter 2006. It operates from a mobile unit in the grounds of Icknield primary school. The pre-school offers care to the children from the local community.

The pre-school is registered to provide care for a maximum of 26 children at any one time. There are currently 41 children on roll. This includes 26 funded children. Staff have effective strategies in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions.

The pre-school opens five days a week during term times. Sessions are from 09.15 until 12.15 with an optional lunch club operating from 12.15 until 13.15.

Eight staff work with the children. Five members of staff including the manger hold relevant early years qualifications to National Vocational Qualification level 3 and 4. Two members of staff are currently working towards a National Vocational Qualification level 2. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff take effective measures to promote the children's good health. They work as a team encouraging children to learn about the importance of hygiene through daily routines. Hand washing takes place at relevant times and visual clues are provided in the washing areas which remind children how to wash their hands to prevent 'germs hurting their tummies'. Hygienists to the setting help children to consolidate previous learning as they show them the importance of washing their hands thoroughly and how to keep their teeth clean. All health related documentation is in place and regularly updated to meet children's changing needs. First aid training is in place to ensure children are cared for appropriately in the event of an accident. Children have their nappies changed as needed; staff follow clear hygiene procedures whilst changing nappies. Children in the process of potty training are supported sympathetically by staff.

Children learn about healthy eating during snack and lunch time discussions and planned topics. They help themselves to fresh drinking water from the cooler and staff monitor children to ensure no child remains thirsty. Drinks are also provided at snack times when children help themselves to cartons of milk or pour water independently. Parents share information about their child's individual dietary needs, and this is recorded by staff to ensure those needs are met and parental wishes are respected. Laminated cards are used at snack times enabling staff to cross check those children with allergies ensuring they remain healthy and safe from foods which could harm them. Daily snack is provided by parents who support the pre-school's healthy eating programme by bringing in fruit and vegetables to be shared. Children have plenty of opportunities to taste fruit and vegetables from other countries enabling them to explore their personal likes and dislikes. Staff have attended relevant training in food preparation and hygiene techniques which they implement in practice, such as, wearing protective clothing and gloves during food preparation and using different cloths and chopping boards to ensure children are protected from cross-contamination.

Children enjoy a wide range of physical activities that help them develop their confidence and skills when using large and small apparatus. For example, they confidently balance, jump and use wheeled toys safely, demonstrating good co-ordination. Children move around the pre-school classrooms showing very good spatial awareness as they avoid furniture and each other. They learn about the importance of physical exercise and how it can help them to stay healthy. Children have plenty of opportunities to develop other skills such as hand eye co-ordination as they use single handed tools and equipment with control.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and developing

new physical skills. They are learning to express their needs and are beginning to meet those needs independently, for example, by being able to access water for themselves. Staff have a sound understanding of the needs of the younger children and provide appropriate activities and resources to support their physical and emotional development. All children are able to rest or be active according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children explore and investigate within a safe child centred environment. Staff work as a team to ensure the pre-school remains safe and secure. Daily risk assessments are in place to identify and minimise any potential risks to children. However, these require up-dating to ensure all potential risks in the outside play area are addressed to protect children from harm. The range of child height furniture and equipment enables children to play in comfort. Excellent child accessible storage enables children to explore and extend their play independently. Staff check equipment regularly to ensure it remains safe for children to use. Staff encourage children to become aware of their own safety and that of others.

Whenever possible children share their ideas and are supported by staff to take responsibility for their own safety such as learning about 'road safety' and 'stranger danger' when out and about. During planned topics; visitors such as the police and fire brigade support children's understanding about keeping themselves safe. Safety equipment such as socket covers and smoke alarms enables children to explore their environment safely. Children help enthusiastically to tidy away their toys after playing which prevents tripping hazards and gives them more space for their next game.

Child protection is taken very seriously and staff adopt an appropriate multi agency approach to safeguard children in their care. All staff have a clear knowledge and understanding of child protection procedures to ensure children's welfare remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the pre-school and in their relationships with each other and staff. They are greeted warmly by staff as they arrive each day. Children are secure in the setting and develop a sense of place as they confidently hang up their coats, return greetings to each other and members of staff and generally move around the building freely selecting activities and games to explore. They negotiate small world and role play scenarios based on real and imagined experiences, busily making pretend meals in the home corner or dressing up in readiness for their pretend 'Snow White' party. Children make their own choices from the wide range of stimulating activities and learning opportunities available. They work confidently on their own or in groups as they investigate natural and man made materials such as sand, bubbly water, shaving foam and wet pasta. Children construct from a variety of building blocks and train tracks building bridges and knocking them down again in fun. They are keen to press the buttons on calculators and computers to discover what happens and they develop their skills as they negotiate the different computer programmes. Children communicate well, sharing

their ideas while they play and seeking out others to join in their games. Younger children are encouraged to become vocal through, for example, imitation and use of appropriate language and gestures to communicate their needs. Older children communicate their thoughts, ideas and experiences, using language appropriately.

Children respond to new challenges by questioning and using their own initiative. Staff have strategies in place which reflect the 'Birth to three matters' framework to support their practice with children under three years.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Overall, staff have a clear understanding of the Foundation Stage. They work with other professionals to build on their practice and provide good quality learning opportunities for children. Staff organise the pre-school rooms with varied activities to promote the children's learning, decision making and independence skills. The outdoor play area is also used effectively to consolidate and develop children's learning in different ways and on a larger scale than is possible indoors. Staff support children in their play and learning, particularly in small group work and key activities. All staff are interested in what the children say and do and use positive methods including descriptive praise to promote the children's good behaviour.

Written key worker observations and photographs of children at play are used to monitor their progress and update their assessment records. All records are shared with parents and provide a clear picture of what each child is able to do in each area of learning. With a good understanding of what each child is able to achieve, staff can plan effectively for that child's next steps for learning in the Foundation Stage. Staff ensure they provide a broad range of activities and experiences which promote the children's interest and investigation skills. The adaptation of activities to meet the needs of the less and more able children is also planned well to ensure that all children make continual progress.

Children enjoy what they do and most are able to sustain interest in a range of activities which promote their understanding and learning. Overall, children are motivated and concentrate well at activities which capture their imagination. For example, they design and build using a range of materials to recreate models of the 'Three Little Pig's House's' and these are proudly displayed for their families and visitors to enjoy. Children take messages and write lists in their role play office as they begin to use writing for a purpose. However, opportunities for them to link sound to letters requires development to build skills for later learning and support children's emergent writing. Children learn to recognise their name as they put their name cards in the post box when they arrive each day. They are developing their self-esteem and confidence and are beginning to learn right from wrong. Children work together sharing their ideas and creating their own rules so everyone can enjoy pre-school together. Sand timers are used effectively by children helping them to take turns and share fairly. They form good relationships with each other. They are becoming increasingly independent when dealing with their own physical needs. Children take the initiative to be self-sufficient in their learning because they have good access to a range of equipment and resources stored at their level. For example, a child looks through the draws to find the animal he needs for his small world play of 'under-the-sea'. Children are beginning to develop an understanding of mathematical ideas and concepts. They recognise

numbers and count in their everyday play, for example, how many pieces of paper they have in their office. They join in number rhymes and songs developing ideas about simple addition and subtraction. Children compare size when using tape measures to see how big the tables are in each room. They learn about volume and capacity as they play in the sand and water.

Children are beginning to make sense of the world around them by investigation and exploring through first hand experiences. For example, they watch closely as a slug makes his way across the path leaving a slimy trail, they notice his shape and think of other mini-beasts which move in similar ways such as caterpillars. Children learn how to care for living things when they plant seeds and watch them grow. They learn about the passage of time when they discuss the weather and talk about moving onto big school.

Staff work together as a team to ensure the curriculum captures children's imagination and participation.

Helping children make a positive contribution

The provision is good.

Staff work well with parents and carers to meet children's individual needs and ensure they are fully included in the life of the pre-school. Children learn about other cultures and beliefs during topics and discussions, examining artefacts and celebrating festivals from around the world. Bright posters and displays provide positive images for children about diversity. Staff ensure that there is no bias in their practice in relation to gender, race or disability.

Staff have effective procedures in place to support children with learning difficulties and/or disabilities; taking a multi agency approach in the best interests of the child. Funding is sought enabling the pre-school to provide valuable one-to-one support as necessary. Staff work closely with families and other agencies to support children who speak English as an additional language.

Staff throughout the nursery work together to provide a consistent approach to behaviour management. Older children learn to share, take turns and negotiate with each other. While younger children are supported by staff to share toys fairly. Children develop a sense of belonging as they make their own choices and select resources independently. They show care and consideration for others making room at activities or including others in their imaginary games. Staff create a positive environment that encourages children to behave well and promotes their confidence and self-esteem.

The pre-school develops strong relationships with parents and carers organising open days and evenings to share information about their children's progress. Parents, carers and children are greeted as they arrive. Verbal feedback is shared with parents and carers daily. Notice boards are kept up to date with information about forthcoming events, funding, local training courses and general pre-school business. Parents are encouraged to share their skills in the pre-school and are received warmly when they volunteer to help during sessions. Parents and carers views are listened to. Relationships are developed from the outset as staff take time to make home visits. These visits provide good opportunities for everyone to meet and talk about any worries they may have and they enable staff to learn a little about each child which is used well to provide continuity of care during the initial transition.

Partnership with parents and carers of nursery funded children is good. When the children first attend the nursery they fill in an 'all about me' book for the children. This helps staff get to know the children and what the child can already do. Parents and carers have access to the planning displayed in the nursery room so that they are able to support their children's learning at home. There are formal systems in place to regularly share the children's assessment records with their parents and carers. This helps to keep them well informed about their child's progress. However, opportunities for them to make a contribution about their child's achievements at home requires development to provide staff with important information about the whole child.

Children are learning to share and help each other. They encourage others to join in their games and make room for them at activities. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Staff maintain documentation appropriately and all policies and procedures are in place. However, the child protection policy requires up-dating to meet recent changes in legislation regarding Local Safeguarding Children Boards. Robust vetting systems ensure that children are protected at all times. There is a comprehensive operational plan which is available to parents and carers. Daily registers are in place. However these require development to include times of arrival and departure to ensure children and staff can be accounted for at all times.

Children are cared for by staff who have a good knowledge and understanding of child development. The majority of staff hold appropriate early years qualifications and attention to on going professional development ensures practice remains relevant and continues to meet the needs of children. Staff induction and monitoring systems are in place to support new and existing members of staff. The organisation of the setting ensures children are developing positive attitudes and dispositions towards their learning. Policies and procedures are implemented in practice to promote positive outcomes for children.

Leadership and management of the nursery funded children is good. Regular planning meetings are in place to discuss the funded education programme. The manager is responsive to the needs of children, parents and staff. Regular staff meetings take place to support practice and draw on staff interests and skills when defining roles and responsibilities. The manager monitors classroom practice to ensure the curriculum offered and staff interaction remains appropriate. Overall, children's needs are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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

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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):

- update the current risk assessment for the outside play area to ensure all potential risks to children are minimised
- update the child protection and complaints procedure to reflect recent changes in legislation; ensure times of arrival and departure are recorded in the daily registers.

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):

- increase opportunities in communication, language and literacy enabling children to begin linking sounds and letters
- develop opportunities for parents to share observations about their children's achievements at home to provide staff with a picture of the whole child.

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