

Pippins Playgroup

Inspection report for early years provision

Unique Reference Number	511676
Inspection date	02 October 2007
Inspector	Carol Readman
Setting Address	Memorial Hall, Appleshaw, Andover, Hampshire, SP11 9AA
Telephone number	078105 68454
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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 outstanding.

WHAT SORT OF SETTING IS IT?

Pippins Pre-school opened in 1996, and is a registered charity managed by a parent committee. It operates from the village hall in Appleshaw, a small village near Andover. The pre-school has access to a large hall with a veranda outside and the adjacent playing field. The pre-school serves a wide geographical area.

There are currently 18 children from two years nine months to under five years on roll. This includes seven funded children.

Children attend a variety of sessions a week. The preschool supports children with learning difficulties and or disabilities. There are no children attending who speak English as an additional language.

The pre-school opens five mornings a week during school term times. Sessions are from 09:15 until 12:15. On Tuesdays and Thursdays there is a lunch club until 13:00.

There are three part-time staff members working with the children. Of these, two have Early Years qualifications to NVQ Level 3, and one is completing training for Level 3.

The setting receives support from a teacher mentor, by attending meetings with local schools and pre-schools, and from the Area Special Educational Needs Co-ordinator from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a firm understanding of good hygiene and personal care as they progress through the setting. They learn that they must wash their hands after visiting the toilet to remove germs and help to keep themselves well. Children use anti-bacterial hand gel before they sit down for their snack. They proudly hold up their hands to staff to show that they have cleaned their hands properly. Staff ensure that kitchen surfaces and tables used for meals are kept clean. Following good health and hygiene procedures to prepare and serve food minimises the spread of infection. There is a written sickness policy and parents understand that the group does not accept children who are unwell. The setting ensures that there are always suitably qualified staff to manage minor injuries appropriately and there are good procedures in place to record accidents.

The setting runs a rolling snack during the morning. Children may come to have a snack as they wish, in their own time, during the morning. This helps children to develop good eating habits, as they are able to access food when they feel ready. They enjoy a selection of healthy options, such as fruit and crackers, at snack time. Children who stay for lunch eat food supplied by their parents. Mealtimes are happy, social occasions and children have time to eat at their own pace. The staff are aware of the children's individual dietary requirements and ensure these are respected. To avoid children becoming thirsty or dehydrated, drinking water is available during the session. Children may choose from water or milk at snack time.

Children enjoy a wide range of physical activities, which contribute to their good health and helps them to develop a positive attitude towards exercise. They play games and run races in the adjoining field. The staff fence off a smaller area of the field so that children can develop their physical skills. Here they enjoy practising using cricket bats, skipping ropes and footballs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children, their parents and carers arrive to a warm and friendly greeting from the staff. They settle quickly, joining up with their friends and exploring the bright and well laid out playroom. There are posters, photographs and displays of the children's own work at child height so that children can enjoy them. The space available is extremely well planned to provide a broad and stimulating range of activities for the children. Children have access to a sheltered outdoor veranda, where they help to choose the activities to take out and play with.

At the setting there is a wide range of equipment and stimulating resources, such as sensory boxes and colourful musical instruments. Staff use the resources effectively to promote learning in all areas of development very effectively. The staff and committee ensure that the toys are in clean, safe and complete condition and appropriate to the ages and developmental stages of the children. Broken toys are repaired or replaced. Children can access a wide range of toys and resources laid out in the hall. They can independently access further toys, such as a large wooden train set, from low boxes and shelves to extend the choices they make about their

play. Children put away toys before they get out any more. This helps children manage and care for their own resources.

Staff ensure that the setting is secure and that there are generally good precautions to protect children from harm. Children cannot leave the setting unsupervised and visitors may not enter without staff's knowledge. Staff follow health and safety guidelines and ensure that they receive regular updates from their development worker. There is a designated trained member of staff responsible for safety issues. All the correct fire fighting equipment is in place and receives regular checks. However, staff are unsure if the appropriate fire detection equipment is in place and working. This puts children's safety at risk in the event of a fire. Staff teach children safe practices such as not leaving toys where others could trip over them and observing the setting's safety rules when using the slide. This helps children learn to have regard for their own safety and for the safety of others.

Children are protected well by staff who demonstrate a sound understanding of the child protection policies and procedures. As a result, they give good priority to safeguarding the children's welfare. Staff-to-child ratios ensure that sufficient staff are on duty to meet the individual needs of the children throughout the day.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children at the setting arrive happy and eager to participate. They quickly find their friends and settle to play extremely well. Even children who are new to the setting respond very well to the warm welcomes they receive and settle quickly. The staff are sensitive to the individual needs of the children. All make excellent progress due to the constant encouragement and praise they receive. Children are keen to achieve and enjoy fun activities in a caring setting. Close and caring relationships increase children's sense of trust and helps them develop a strong sense of self worth. Early communication skills are extremely well supported through high quality adult-child interactions.

Children enjoy playing together and take part in activities such as making a collage and learning about making bread for the setting's 'Little Red Hen' topic. This is planned so that all can participate at a level appropriate to them. The staff are an efficient and effective team. They support children on an individual basis, such as helping them learn about healthy food choices during snack time. They offer effective support in group games, helping children to hold hands and count how many steps to take in a game of 'What's the time Mister Wolf?'

Children have a really happy and fulfilling time at the setting. They receive all the help and support they need from the staff who have in-depth knowledge of the children's capabilities. Staff provide very good support as children attempt to master new skills, such as learning to use the computer. This skilful support makes children confident and eager to try until they succeed. This fosters concentration skills and high self-esteem as they succeed.

Children are confident to talk to others and relate well to all who come to the setting. There are strong, caring bonds between staff and children who thrive due to the constant praise and encouragement they receive. Children progress very well in all areas of development. They learn to greet the person next to them during circle time. This helps develop extremely good social skills and as a result children play very well together. Children learn a multitude of skills, fostered by staff who encourage children as they learn to count, recognise letters and make letter sounds. Children are extremely proud of their achievements and eager to share them with others.

Nursery education.

The quality of teaching and learning is outstanding. Children have excellent attitudes to learning, asking questions about the sand, how tools work and how wheat grains become flour. They have ample opportunities to find out as they learn to use the vice and tape measure or try to grind grains of wheat using a mortar and pestle. This fosters high levels of learning through their play and motivates children to become independent learners. Children take great pride in their knowledge and achievement. For example, children are keen to share newly acquired knowledge with visitors to the setting. They explain, in detail, how the vice works and why the grains of sand are so small. They offer magnifying glasses to see the sand 'close up'. Children are extremely confident and self-assured. They play purposefully and become absorbed in their play. They work effectively with others, explaining how to use a funnel to fill a very small bottle with sand and holding the funnel for others to have a try. They know the size and shape of the bottles and can estimate how many spoonfuls it will take to fill the bottle. They talk about the bottles being half full and the need to pile up more sand so that there is enough for a spoonful. Children learn about their friends, their community and the wider world in ways highly appropriate to them. For example, they have opportunities to share their news and listen to that of their friends. They have visits from outside agencies, such as the local fire and rescue service, to learn about the work of people in the community. They celebrate festivals and learn about the customs of the children in the setting. In this way children develop knowledge of the world around them.

Children respond to the activities planned with much enthusiasm. They line up excitedly to go out to play in the field and join in races and games with relish. Overall, children show very high levels of independence, imagination, curiosity and concentration. They can select their own toys and resources and pack them away before getting out more. The activities and experiences provided are exceptionally well matched to the needs and interests of the children.

The staff are very knowledgeable about the Foundation Stage and ensure that all activities bring about the best possible outcomes. Laminated cards around the room contain information about the areas of learning and the outcomes that can be achieved within the activity situated. For example, cards for painting show mathematical, language, creative and physical development can be fostered as children enjoy their painting. Staff extend the learning as appropriate to the children's capabilities. For example, they teach children that an author writes the books they enjoy and an illustrator draws the pictures. Children are eager to impress others showing that they have remembered these difficult words. This helps children become active learners and keen to master new skills.

The teaching methods are exciting and staff deliver stimulating activities with great enthusiasm, encouraging children to join in and have a go. Warm praise and encouragements motivates children to persevere in their chosen challenges, such as learning to run backwards. Children become engrossed and make rapid progress, quickly mastering new tasks. The staff use detailed observations and rigorous assessment to record children's achievements. They use this to plan the individual child's next steps in their learning. Children benefit from carefully chosen resources. They learn to make music using a wide range of easy to use musical instruments. They learn to rhyme and to read familiar words using a fun computer program that children enjoy using together. Warm praise at the progress children make increases self esteem and confidence. As a result, children make rapid progress, given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Staff know the children very well and plan with great care to ensure they meet the individual needs of the children at the setting. They look to the needs of each child and plan activities that all can take part in fully. Staff make use of valuable information about the children obtained from parents and combine this with observations made about each child. This promotes children's wellbeing and makes all the children feel valued and special. Plans are flexible and there is a sensitive approach to children who are not yet ready to join in group activities such as story time. Children develop positive attitudes to all at the setting through activities such as greeting the person next to you during group circle time. This helps children get to know the other children and adults. Children learn about the wider world through use of books, puzzles and role play equipment. A policy to include all the children fully in the setting means that children with learning difficulties and disabilities are able to fully benefit from the varied activities the setting provides.

Children at the setting behave very well. There are clear rules and boundaries that children follow very well. For example, they know they must not go outside to play until an adult is able to go with them. They stand quietly and patiently by the door. Consistent acknowledgement and praise for following rules means that children develop a good understanding of what is expected of them. The setting promotes kind and considerate behaviour, thanking children who are kind to others. This means that children learn to care for all at the setting.

Children's spiritual, moral, social and cultural development is fostered. Children show wonder as they explore the world around them, reflecting on the little glinting particles in the sand. They reflect on what they see and talk to others about shared experiences. They understand about what is right and wrong and apologise if they are inconsiderate. They enjoy the company of others, sharing play and chatting during snack times. They learn about the lifestyles of others in meaningful ways.

Partnership with parents and carers is outstanding. Parents are given detailed information about the setting and the Foundation Stage curriculum activities. Before the child starts, staff meet with parents to gather information about the child. This means that parents are able to share what they know about their child's achievement and interests and so feel fully involved in their child's learning. Detailed planning sheets are displayed in the entrance hall. This means that parents know what activities their children are taking part in and each week there are activities that parents can do at home to extend their child's learning.

Organisation

The organisation is good.

The setting is well organised to care for children. Staff can access key worker notebooks for observations and all the information they need from the manager's desk. Staff and committee work well together to ensure that children's care is enhanced by an efficient and effective organisation. Good planning ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented. Children thrive at a setting that offers good quality childcare. The committee provide good support, working closely with manager and staff to ensure the smooth running of the setting. The provision is successful at making sure that the outcomes for children are positive. The childcare practice is effective and the setting has a

strong commitment for improvement and strives towards providing the best possible care and education.

Children are free to play in a warm and caring environment where all participate fully. Very good use of the environment and careful deployment of staff contributes to a good, healthy, safe and enjoyable experience for all the children.

Leadership and management is outstanding. All at the setting share a clear vision of providing the very highest quality nursery education. The excellent relationships between the manager, staff, committee and parents means that all work together to provide a warm, nurturing environment where children flourish. All at the setting work as a strong, committed team constantly providing highly enjoyable and stimulating experiences for children. Staff are highly motivated to ensure that every child is treated as an individual and there is equality of opportunity for all. The manager and her staff seek constantly to improve the exceptional high quality service they provide.

All at the setting go to exceptional lengths to see that children receive the very high standards of care and education at all times. This is truly a setting where every child matters. The provision meets the need of the range of children for whom it provides.

Improvements since the last inspection

The setting was asked to make a number of improvements following the last inspection. They were asked to ensure that there was a member of staff who had knowledge of The Code of Practice for Special Educational Needs. There is now a designated member of staff to ensure that children's learning needs are met and any potential learning difficulties and disabilities identified and appropriate procedures followed. This improves the care offered to children with learning difficulties and disabilities.

The group was asked to formalise procedures for staff induction, outings and evacuations, keep a signed written record of accidents and provide details of the regulatory body to parents. There are now clear written procedures and an accident book is completed appropriately. Parents can access details of the regulatory body on notice boards and in the prospectus. These measures reduce health and safety risks to children.

For nursery education, the setting was asked to develop children's mathematical awareness during everyday activities. Detailed plans show how mathematical concepts are introduced in activities and staff ensure that children have many opportunities to develop and practise new skills. For example, helping them to measure the wall and to count steps in games. There are many opportunities for children to count, weigh measure and estimate as they move around the setting and a dedicated mathematics area where they can see numbers and solve problems. This improves children's skills.

The setting was also asked to increase opportunities for children to move in various ways and encourage children to enjoy books and stories. Children have excellent opportunities to improve the whole range of their physical skills. Climbing apparatus in the hall allows children to develop new skills. Children benefit from play sessions in the field that adjoins the setting where they run, skip and roll on the grass. Children have daily opportunities to enjoy books and stories. Staff read exciting stories, such as 'the Gruffalo', to the children. They develop a fondness for books as they sit and look at books each day with their friends and enjoy recounting the story of their 'Little Red Hen' topic. There are books around the room appropriate to the activities. For example, a book for ideas of how to use the sand box is by the sand box so that children

can look and try out ideas. This helps children find books interesting and fosters their enjoyment of books.

The setting was asked to share children's achievement records with parents. The setting makes it clear to parents that they may access the records at any time. They put records out for the child's parent to look out during events, such as coffee mornings so parents can access. Parents are invited to formal meetings with staff to discuss their child's development and share records of achievements. Working with parents in this way helps promote children's development.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 outstanding.

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):

- ensure that appropriate fire detection equipment is in place and working.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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