

# Pied Piper Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	511121
<b>Inspection date</b>	01/12/2008
<b>Inspector</b>	Jenny Scarlett
<b>Setting address</b>	Methodist Church Hall, Chapel Street, Thatcham, Berkshire, RG18 4QL
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Pied Piper Pre-School opened in 1986. It operates from the Methodist Church close to Thatcham town centre in West Berkshire. The pre-school has the use of the main hall attached to the church and has easy access to both the hall and toilet facilities. The pre-school opens four days a week during school term times. Sessions are from 09:20 until 11:50 and 12:20 until 14:50 on Mondays and Tuesdays. On Thursdays and Fridays the pre-school is open from 09:20 until 11:50. All children share access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. There are currently 42 children aged from two and a half to five years on roll. Children attending the pre-school come from the local community and surrounding areas and attend a variety of sessions. The pre-school currently supports a number of children with specific learning difficulties or disabilities and accommodates those learning English as an additional language. The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The pre-school employs six staff. Four staff hold a recognised early years childcare qualification. The pre-school receives support from the Early Years Childcare Partnership.

## **Overall effectiveness of the early years provision**

Children play in a stimulating environment where staff foster positive relationships with every child and their family. They enjoy worthwhile experiences of the Early Years Foundation Stage and therefore make good progress in their learning and development. The consistent staff team, who actively attend training to inform their practice, demonstrate extremely high levels of commitment and enthusiasm in their role. Staff meet regularly to discuss and evaluate the provision in order to plan for future development of the pre-school and to ensure that all children are fully included.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the information gained for identifying children's starting points so that staff consider their needs, their interests, and their stages of development.

To fully meet the specific requirements of the EYFS, the registered person must:

- update the written risk assessments to include outings for children. (Suitable Premises)

01/01/2009

## **The leadership and management of the early years provision**

The supervisor and staff work well together with the pre-school committee to ensure the pre-school is organised well and operates smoothly on a day-to-day basis. The registered committee are new and show commitment to fulfilling its statutory roles and ensuring that good quality education and care is provided. Regular monitoring and evaluation of the provision enables the provider to identify and address areas for improvement, in consultation with other staff members, parents and children; for example, the review of snack time. The staff team have been established for a long period of time, are motivated and ensure that their deployment is effective to benefit the children.

All documentation is in place and maintained to a good standard. Most documentation policies and procedures are reviewed and updated regularly by the supervisor, staff and committee. The robust procedures in place for recruitment of staff ensure that all staff working with children are suitable to do so. There are comprehensive systems in place for the induction of volunteers, students and staff in order to support everyone working in the pre-school; thus continually enhancing the children's welfare and learning environment.

Parents have opportunities to participate in their children's learning by being a rota parent helping in the setting or serving on the committee. They receive a good range of information and attend welcome briefings prior to their child starting the setting. Children with additional needs are very well supported; staff work with other agencies to ensure that the children's needs are met effectively. The pre-school continually monitor the provision to identify areas that they would like to improve, for instance the outdoor provision, and to ensure that the children are offered an extensive and imaginative learning programme.

## **The quality and standards of the early years provision**

Children play and learn in a calm and productive atmosphere. They are developing confident speaking skills and self-assurance. For example, they ask staff for help when they find a problem with the tap in the bathroom and request support when coming in from the garden because their hands are cold. Children develop good independent skills as they change their shoes when going outdoors and put on their coats and waterproof over trousers. Children make informed choices from healthy options at snack time and help to pass around the plates and cups. They are able to pour their own drinks with or without staff support.

Children feel secure because staff explain the session plan clearly and support this further via an explicit visual timetable and activity photo board. This supports the development of a sense of time and assists understanding for children with learning and language difficulties. The sand timers are used to good effect providing children with visual tools and clear messages about forthcoming changes in the session and to reinforce turn taking and sharing popular resources such as the computer. As a result children understand the behaviour expectations of the pre-school and subsequently their behaviour is very good.

All children have good access to the high quality play resources. They positively benefit from opportunities for 'free flow' between the indoor and outside environment. The development in children's outdoor learning opportunities is the result of careful planning and an improvement in resources. Consequently, they participate with enthusiasm in their chosen outdoor play and confidently take resources such as glue sticks and paints to carry out activities outside. Staff provide consistent and individual support to children in their activities. For example, when making Christmas cards those who need help receive support in writing their name. They promote children's learning effectively through their interaction and discussions, particularly at circle time. Children benefit from relevant open questions from staff. These develop their thinking skills and enable them to consolidate their learning, such as talking about the Gingerbread Man.

Effective observations and assessments ensure that staff have a good knowledge of what each child knows and can do which helps them plan for future learning successfully. However, information gained to identify children's starting points are not detailed enough which means staff do not always find out about their previous experiences or what they are interested in. Children with learning difficulties and/or disabilities and those learning English as an additional language benefit from effective support. Individual play and education plans are in place. The pre-school reviews these with parents and other parties on a regular basis. This promotes consistency in promoting children's learning and supporting progress.

Children's safety is given good priority and this is ensured through the vigorous staff vetting and the very secure collection procedures at the end of the session. These are complimented by regular risk assessments and daily safety checks. However, these checks do not completely take account of occasional variables, such as outings with children. Staff encourage children's understanding of their own safety through ongoing discussions and explanations at circle time. This reinforces children's safety and learning, for example when handling scissors and the dangers of throwing sand.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted 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.