

Puffins Pre-School

Inspection report for early years provision

Unique reference number EY233505
Inspection date 17/09/2008
Inspector Marilyn Joy / Catherine Louise Sample

Setting address Newton Tony Memorial Hall, Newton Tony, Salisbury,
Wiltshire, SP4 0HF

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Type of setting 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).

Description of the setting

Puffins Pre-School opened in its present location in September 2003. It operates from the Memorial Hall adjoining the primary school in the rural village of Newton Tony near Salisbury. Children have direct access to an enclosed outdoor area and village playing fields.

A maximum of 15 children aged from two years to five years may attend the pre-school at any one time. There are currently nine children on roll. The pre-school is open each weekday from 09.10 until 12.10 during school term times only. Children attend from the local area.

The pre-school employs four staff. The manager holds a level 3 qualification whilst two other members of staff have level 2 early years qualifications.

Overall effectiveness of the early years provision

Children benefit from playing sociably together and moving freely around the safe and secure indoor and outdoor play space. However, children's learning and development is hindered because of ineffective systems for delivering the educational programme and monitoring the effectiveness of the provision. Emphasis has not been given to addressing identified weaknesses. Friendly relationships are developed with parents to ensure their welfare needs are met, but little effort is made to encourage working together to support learning or ensure they are fully informed about their child's progress and pre-school activities. Suitable measures are in place for liaising with parents and other agencies when organising specific support for individual children and activities are often adapted to help them to participate.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) 15/10/2008
- introduce effective systems to monitor and evaluate all aspects of the provision to ensure the individual needs of all children are met and areas for improvement are identified and addressed (Organisation) 15/10/2008
- improve the planning and monitoring of the educational 15/10/2008

programme to ensure experiences are provided based on children's individual starting points and next steps for learning (Organisation)

- ensure parents are provided with information about the educational programme, are well-informed about their child's progress, have opportunities to contribute towards their learning and have access to the pre-school's policies and procedures (Safeguarding and promoting children's welfare).

15/10/2008

The leadership and management of the early years provision

Children's welfare is safeguarded because there are suitable procedures in place for managing their safety and promoting their well-being. Staff are clear about their responsibilities to keep children safe and promote their good health. Robust recruitment ensures staff are checked and suitably qualified for their role within the pre-school. However, there are no effective systems for monitoring and evaluating the provision or children's progress to ensure outcomes are improved. Inefficient management has resulted in very limited improvement being made since the last inspection and advice from the local authority not being followed. Some staff have attended training and gained early years qualifications. However, management have not ensured required qualifications are updated and consequently there are no staff who hold a current paediatric first aid certificate, which is a breach of the requirements. There is limited knowledge of the Early Years Foundation Stage and the importance of self-evaluation as a means to improve practice. Positive relationships are developed with parents who are happy with the care their children receive. They value the approachable and friendly staff as well as the opportunity to discuss their child's care. They are given some opportunities to be involved in children's learning, but this is limited to the colour and letter of the week. They do not receive meaningful information about activities, supporting learning at home or details of their child's progress. Opportunities to contribute what they know about their child to enable staff to plan effectively according to their starting points and interests are few. The required policies and procedures are in place and underpin the daily operation of the pre-school. These are due to be reviewed, but they are not shared with parents to ensure they are fully aware of how their child's care is managed or include information about the early learning goals. A new manager with appropriate qualifications and experience has recently been appointed. She is currently reviewing practices and beginning to develop new systems to support children's learning and development and improve the daily operation of the pre-school. All staff are committed to developing their skills and further training is booked.

The quality and standards of the early years provision

Children enjoy their time at the pre-school. They arrive confidently and are familiar with the routines. Consistent rules and frequent praise helps them understand what is expected. Strategies are developed to suit individual needs and, as a result,

children behave well. They happily explain that they have to sit on the bench and collect a card when they want to play on a wheeled toy outside then return the card to the parking bay when they have finished. They learn to take turns and develop their physical and communication skills. Many children are confident speakers and willingly engage in conversations with staff, who encourage them to talk about what they are doing or what happened at the weekend. Staff are involved in children's play and ensure they are well-supervised. Children enjoy the experiences offered, but teaching is not always sufficiently challenging, for example, practical and realistic opportunities for problem solving, reasoning and independence are missed at snack time and during cooking activities. Children have some opportunities to choose what they want to do. However, activities are not always well-resourced which means learning is limited rather than extended. Craft activities are set out and staff are ready to support children, but because there are few resources and tools available children are not stretched to experiment with different ways of joining or decorating their models. Encouraging familiarity with numerals or offering purposeful reasons for mark-making are not routinely incorporated into daily activities. Plans contain little detail and focus on rotation of resources rather than learning intentions. There is no evaluation of children's involvement or the success of activities. A lack of information gathered from parents about what children can do and a lack of ongoing assessment means that children's achievements cannot be assessed and staff are unable to effectively plan their progression in all areas of learning. Children's care and well-being is promoted because this is the main focus of initial and ongoing discussions with parents. Children learn about appropriate hygiene habits and healthy eating as part of their daily routine. Positive steps are taken to prevent the spread of infection and keep children safe. Staff do not hold current first aid qualifications but have previously attended training and a course is booked. Safety equipment is in place and checks conducted daily, although formal risk assessments are minimal. Staff are particularly good at helping children to understand about keeping themselves safe, such as how to carry scissors and being careful of each other when riding bikes outdoors. Effective questioning helps them to consider the dangers and think about consequences of their actions. Children are encouraged to be helpful and show respect for others. They have some opportunities to find out about the diversity of the world around them through different topics and activities and explore the environment on outings.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

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

Quality and standards

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

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

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.