

# Pine Pixies Pre School

Inspection report for early years provision

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**Unique reference number**

EY233820

**Inspection date**

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**Inspector**

Lynne Naylor

**Setting address**

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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).

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**

Pine Pixies Pre School, Kirklake Road, was registered in September 2002. It operates from a church hall in Formby. It is a single storey building, which is easily accessed. A maximum of 26 children may attend at any one time. The pre school opens five days a week, term time only. Sessions are from 9.15 to 11.45. These times are sometimes extended according to demand. Children have access to an outdoor play area.

There are currently 33 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 16 children receive funding for nursery education. The playgroup is also included on the compulsory and voluntary part of the Childcare Register, although no children attend in relation to this registration.

The setting employs 10 staff to work with the children, of which seven hold an appropriate early years qualification.

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

Children's individual care needs are well met and they make sound progress in their learning and development. Children are warmly welcomed as they arrive and are quickly involved in an activity of their choice. Staff set up the hall every day in to interesting areas, made more attractive due to a change in layout of the furniture and the purchase of small screens. Children easily help themselves to resources and activities from a broad range provided.

The setting works closely with outside agencies and parents of children with identified needs. Staff are building on the friendly relationship with parents to develop useful formal systems of exchanging information with all parents. Many useful policies and procedures are readily available to parents. The management are taking steady steps to evaluate their service and develop aspects of the provision, including the effectiveness of the educational programme. Formal systems to seek the views of parents and staff and meaningfully involve them in the process are in draft form. Further development of the outdoor provision is planned together with plans to strengthen the link between observation, assessment and planning.

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

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

- make available the safeguarding children policy and procedure that is in line with the Local Safeguarding Children Board (LSCB) procedures
- extend the risk assessment so it covers anything with which a child may come into contact
- use observations, assessments and information gained from parents to identify learning opportunities
- develop systems that engage staff and parents in the self-evaluation process.

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

Clear recruitment procedures mean that adults working with children are suitable to do so. The staff team work well together. They have a clear understanding of the policies and procedures, which reflect the EYFS and are in place for the safe management of the provision. Children play safely due to very good levels of staff supervision. Actions are taken daily by staff to eliminate and manage risks in the building, however, some of these are not reflected in the written risk assessment.

Parents provide basic information about their child, including their likes and dislikes, when they first start to attend. This information is used by the staff to meet the unique care needs of each child, in line with the wishes of their parents. Further systems are being devised to seek information about children's abilities. This is a valuable step towards ensuring progression and continuity of learning and care for each child. Staff are available to talk with parents about care and activities at the end of each day. However, parents are not specifically informed about their child's progression towards the early learning goals, or fully involved in supporting their child's ongoing development towards them.

Parents are keen to express how happy their children are to attend and how approachable they find the staff, with a number of parents make positive comments about the range of interesting activities. Staff liaise, appropriately and with parental permission, with external agencies to ensure children get any support needed.

Staff are aware of safeguarding issues and follow appropriate procedures to protect children. The safeguarding children policy has been updated to reflect the procedures of the Local Safeguarding Children Board. However, the out-of-date one has not been removed from the policy manual, which is confusing to readers. Staff attend external workshops to develop their knowledge and skills. They keenly put new ideas in to practice, for example, after a workshop on the benefits of sensory learning, children now enjoy investigating treasure baskets, lemon scented dough, a range of fabrics and items on a display and light and sound experiences in a tent.

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

Staff follow hygienic nappy changing practices and clear recording systems for accidents and medicine administrations. Children also follow clear hygiene routines, for example, washing hands before eating. They learn about the care of teeth when the dental technician visits with a big brush and a big set of teeth. They receive mixed messages, however, about healthy eating. Although staff make sure that fruit such as apples and bananas are available daily, the snack menu is not carefully planned to promote healthy eating; children have items, such as jam sandwiches. Children stay hydrated as they help themselves to extra drinks of water during the morning, either from bottles they have brought from home or by pouring their own from a jug, kept accessible. Children's health benefits from daily fresh air and exercise. They have great fun skipping and taking turns to throw bean bags in to

the frog's mouth in the garden.

One of the strengths of the setting is the way staff use praise and encouragement to promote children's self-esteem and keep them informed of their choices, for example, when the door to the garden is closed, children are reminded they may still go outside. Children are very well behaved; they develop a high level of cooperation both in their relationships and in their learning. Children move around the hall independently with confidence. On arrival, they find their name cards to self-register, choose activities, from those set out, and decide when they wish to have snack due to the current trial of a rolling snack system.

Children learn to keep safe, for example, there is an emergency evacuation plan which children practise regularly. They express themselves freely with readily available art and craft materials, for example, easel painting, crayoning, cutting and gluing old greetings cards, and talking about fireworks as they explore the glitter.

Children acquire skills that contribute to their economic well-being. For example, staff use good questioning techniques to extend children's literacy and numeracy skills and share number rhymes, songs and stories. Children display some understanding of the world whilst playing with toys, such the cars and figures of people. Raising children's awareness of diversity has been identified as an area for development. On a daily basis children have limited access to positive images of culture, gender and disability. They do enjoy some special events, such as making dragons and tasting prawn crackers at Chinese New Year. Children learn about their local community as they join in events, such as the local Dickensian day.

Staff have a sound understanding of the EYFS and the associated learning and development requirements. Children make steady progress as staff are increasingly using observations to provide activities to extend children's learning. For example, when outdoors, a child notices and remarks on the raised lettering on a tyre; this is quickly developed in to an enjoyable activity searching for other raised areas and making wax rubbings. Newly devised formal systems of identifying children's starting points, observation, and assessment are a good first step towards linking the assessment systems to a planning system.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.