

Piglets Pre-School

Inspection report for early years provision

Unique reference number	EY315757
Inspection date	26/11/2008
Inspector	Margaret Coussins

Setting address	Buckland Infant and Nursery School, Buckland Road, Chessington, Surrey, KT9 1JE
Telephone number	020 8397 3951
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Piglets Pre-School was registered in 1991. It operates from a room within the Children's Centre in Castle Hill Primary School. The group is registered on the Early Years and compulsory and voluntary Childcare Registers. The Pre-School serves children from the local community and Castle Hill School. The group is registered to care for 25 children aged between two to five years. There are currently 85 children on roll, but never more than 25 at any one time as children attend for a variety of sessions. The group opens 47 weeks a year and sessions are from 09.00 to 12.00, 12.00 to 15.00 or 9.00 to 15.00. Six full-time members of staff work with the children. The manager, deputy and one other member of staff are all qualified to level 3, one is qualified to level 2 and two others (one temporary post) are unqualified. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. The manager has correctly identified the need to plan and assess more thoroughly to ensure that activities cover the six areas of learning. The self-evaluation process is at an early stage. However, there is a clear focus on what needs to be improved, and satisfactory leadership and management demonstrates the ability to ensure these improvements take place. The recommendation from the previous inspection has been fully met and there is a satisfactory capacity to sustain continuous improvement. All staff have been checked for their suitability to work with children, but a record of this information is not kept and risk assessments are not formally recorded. The provision promotes inclusive practice satisfactorily as staff know the children well and meet their individual needs. All children have a key person, but there are no formal systems in place for observing children or identifying their next steps in learning.

What steps need to be taken to improve provision further?

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

- further develop planning and activities that are suitably related to the learning and development requirements of the EYFS
- develop systems to formally observe and record children's achievements and identify their next steps in learning

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

- ensure records are maintained of the information on the Criminal Records Bureau checks of all the staff and the regular risk assessment checks

19/12/2008

The leadership and management of the early years provision

The environment is organised well to ensure that it is attractive and welcoming to children. The staff team work well together. The setting runs smoothly and children are happy and safe. The recommendation from the previous inspection has been met as there are now good opportunities for children to develop their independence and their emotional needs are better met. Checks are undertaken to ensure that all adults working with children are suitable to do so, however a record is not kept to show that this is the case. Risk assessments, although conducted, are not formally recorded. All other required policies and requirements are well established and these are shared with parents. Good partnership with parents is a key strength and contributes well to the care and welfare needs of all children. Parents are keen to express how happy their children are to attend and how approachable they find the staff, who make themselves available at the end of each session. Regular conversations and notices on the notice board ensure parents are aware of their child's daily routine and the name of their child's key person. The manager has good links with the school to support the development of the provision of the Early Years Foundation Stage (EYFS). Self-evaluation is developing to highlight strengths and areas for improvement, but is still at an early stage. Further systems are being devised for planning the curriculum for young children and their progress towards the early learning goals. This is a valuable step towards ensuring progression and continuity of learning and development for each child.

The quality and standards of the early years provision

Children are made to feel welcome when they arrive, are happy to attend and feel safe and secure because of the friendly relationships that exist between children and the staff. A satisfactory range of age-appropriate activities is made available to children and they quickly become involved in an activity of their choice, sometimes playing on their own and at other times supported by an adult. The room is attractive and stimulating and resources are readily accessible. Planned activities are based on the children's interests, likes and dislikes, but are not yet related closely enough to the six areas of learning for children of this age. Good partnership with parents is a key strength and contributes well to ensuring that the care and welfare needs of all children are met. Staff manage behaviour well and children play together happily, sharing toys and games. Children understand the need to wash their hands before eating. The routine for this and for using the toilet facilities is well established and supervised. All staff promote children's independence. Opportunities to take responsibility, for example, finding their name card to self-register on arrival or collecting cups after snack time, promote their confidence and self-esteem. Children respond well to reminders from staff about keeping safe. Parents provide a packed lunch for children who attend the session for the full day and children and staff sit together to eat their midday meal. This is a sociable time with children happily eating and chatting with other children and adults. Children are aware of healthy eating and, for example, know why they eat fruit as a snack. Children express themselves freely when painting, playing with sand and a range of other toys and games. Staff help them to concentrate and ask

good questions to get them thinking. For example, asking them to count the parts in a game to support number skills. Children share songs and stories helping to develop their language and literacy skills and regular use of the outdoor area promotes their physical development, helping them to stay healthy and alert. Trips into the grounds of the school help children to display some understanding of the world around them, such as the changing seasons when they collected fallen leaves.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
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

Annex B: the Childcare Register

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