

Pepperbox Pre-school

Inspection report for early years provision

Unique reference number EY252321
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Inspector Stephanie Matthews

Setting address All Saints School Site, Common Road, Whiteparish,
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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

Pepperbox Pre-school is managed by a voluntary committee and has been operating in its current premises since January 2003. The pre-school runs from a mobile classroom in the grounds of the village primary school, with which it has well established links. There is disabled access

The pre-school is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 20 children aged three and four years at any one time. There are currently 23 children on roll, 19 of whom receive funding for nursery education. The pre-school supports children who have learning difficulties or disabilities but currently there are no children who speak English as an additional language on roll.

The pre-school opens five days per week during school term times. Sessions run from 08.45 until 15.00 on Tuesdays, Wednesdays and Thursdays, and from 08.45 until 11.30 on Mondays and Fridays. Four staff work with the children, all of whom have relevant early years qualifications.

Overall effectiveness of the early years provision

The setting provides a good level of care and education for children. It is well managed and existing resources are used well, although the limitations of the outdoor area do not support fully children's learning and development. The setting is highly inclusive and caters well for all pupils, including those with learning difficulties and disabilities. Children enjoy their time at the pre-school because they feel safe and secure. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- seek further ways to improve the outdoor area and encourage children to play outside to support all areas of children's learning and development
- provide children with greater opportunities to use information and communication technology and programmable toys to support their learning
- provide children with greater opportunities for independence at snack time

The leadership and management of the early years provision

The acting manager has made a number of changes to improve the daily routine and the layout of the room used by children. The focus on continuous review and evaluation means there is capacity to continue to improve the setting and its resources. The parent committee is very active in all aspects of management and fundraising to improve resources. The partnership with parents is now much improved. The 'learning journey' form of assessment keeps parents well informed

about their children's progress. Community links have been developed well, for example, community police and fire officers visit the pre-school, and the links with the adjacent primary school are very good.

Safeguarding and regular risk assessments ensure that children are kept safe. Some parents have raised the issue of the latch on the gate to the play area and the management is considering ways of improving this. However, the site is secure because of its location within the school grounds. Managers are aware of the limitations of the outdoor play area, particularly that it lacks a covered area and does not at present allow 'free flow' to encourage children's choice between indoor and outdoor play. They have improved the area as much as is possible at present with the funding available to them.

The quality and standards of the early years provision

Children's welfare is assured because they are aware of appropriate health and safety issues, behave sensibly and take notice of their key worker's advice and guidance. They bring healthy lunchboxes because parents are given guidance on this. Visits from the police and fire service and visits to farms introduce children to the idea of staying safe. They are well supervised at all times.

Children enjoy their time in the pre-school and settle well. The new forms of assessment and a greater involvement from parents, for example, in sharing 'wow' moments in a child's development, all show that progress is good. Children are well prepared for moving on to the Reception class in the adjacent school. However, opportunities for improving their use of everyday technology are limited. Children have limited access to information and communication technology equipment other than a computer that is only used when they are working with a key worker. They do not play with programmable toys and the only camera is used by staff to record activities but not by the children themselves. Children develop good multicultural understanding and are aware of the wider world as they celebrate Diwali and the Chinese New Year. They are also aware of their own rural community and visit farms and the local recreation ground.

Children make a positive contribution by helping to look after stick insects and fish and by clearing up at the end of specific play sessions. Their art and craft work has produced Christmas gifts and decorations to sell at the Fun Day and thus to raise funds for their pre-school. Children develop secure social skills. However, while they enjoy snack time, their contribution is limited because they do not independently pour out their own drinks or help prepare the snacks. They cooperate with one another well and are happy to share toys and books. They enjoy singing about frogs and playing with soft toys. Children enjoy a wide range of activities and clearly enjoy playing outside when encouraged to do so. At present the outdoor play area is located in a way that does not encourage free flow of play between inside and outside. There is no covered area other than a small play house and, although activities are available to promote all six areas of learning, children do not choose to access them other than in formal outdoor play sessions led by their key workers.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
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

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.