

Pinocchio Pre-school

Inspection report for early years provision

Unique reference number

EY347936

Inspection date

10/12/2008

Inspector

Ron Elam

Setting address

Sylvan First School, Livingstone Road, POOLE, Dorset,
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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

Pinocchio Pre-School is a committee run group that registered in its current premises in 2007. It operates from a mobile classroom in the grounds of Sylvan First School, in Poole. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 08.50 to 14.50 during school term time only. All children share access to a secure enclosed outdoor play area. It is accessible to people with disabilities.

There are currently 48 children aged from two to under five years on roll. Of these, 41 children receive funding for early education. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs eight members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from Poole Early Years.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Pinocchio Pre-school makes outstanding provision for children in the Early Years Foundation Stage. It provides a very effective and inclusive learning environment, with a wide range of activities overseen by a skilled team resulting in the children making excellent progress. Children are treated as individuals with a very effective assessment process to ensure they all succeed. The outstanding approach to self evaluation ensures that what is on offer continues to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the outside area to make it more available in wet weather

The leadership and management of the early years provision

The manager and her senior colleagues have an excellent understanding of the needs of young children and build upon the strengths of the staff. The senior staff have appropriate managerial responsibilities including the overall planning of the range of activities offered. The high quality teamwork leads to a common sense of purpose. The school does not rely upon its justified reputation. The manager and her staff regularly review how well it is doing and consider how it can improve. It seeks the views of parents from discussions, questionnaires and with contributions from parents on the committee. It also welcomes comments from local authority advisers.

Relationships between the staff and parents are excellent. Parents are very

appreciative of the friendly, approachable staff who take great care of their children, resulting in their settling very quickly when they first arrive. The staff are always ready to talk to the parents. The parents' evenings provide good opportunities for parents to learn how well their children are doing and to gain ideas on how they can support their children's learning at home. The children's records are kept close to the entrance door and, though encouraged to do so, few parents regularly look through them. The pre-school understands the need to liaise with any other providers the children may go to during the week. It has good procedures in place to provide relevant information to ensure both providers work together to enhance the learning of the children.

Safeguarding arrangements are secure. The correct checks are made on staff and volunteers. First aid arrangements are very good with staff having paediatric training and good records kept. Health and safety risk assessments are fully in place and regularly reviewed. All other necessary records, policies and procedures are in place.

The quality and standards of the early years provision

Children really enjoy coming to the pre-school as can be seen by the smiles on their faces as they arrive early and wait for the doors to open. They settle quickly to the various activities already laid out for them. The staff are very welcoming. The children are very well behaved, respect each other and the great majority have learned to take turns. The various activities cover all the areas of learning, are attractively presented and arouse the children's imagination. The children exercise a free choice. The staff build upon the information provided by the parents when they first start and continually monitor what the children are able to do, making notes for the key worker. These are then used to produce a record of the progress the children make and enable the staff to understand how to guide and support the children's activities to help them make further progress. Positive attitudes are developed well using rewards of stars or adding their name to the 'friendly fish' when they show an act of kindness to others. In the rare instance of any disagreement a member of staff will talk calmly and positively to the children helping them to realise how to resolve the problem themselves. The extensive, well resourced outside area is continually available with the children knowing to put on their Wellingtons and coats. They know to take care with, for example, one child pointing out that 'It's slippery when it's wet'. Advantage is taken of natural events, so the frozen water outside leads to a demonstration of the ice melting when brought indoors, an example of extending children's knowledge and understanding of the world. The staff are aware that the lack of a covered area outside can limit its use in bad weather.

The care and welfare of the children is well established. The staff have had good training to enable them to identify children who have particular needs. This ensures that the right support can be provided to all the children. Outside agencies are called upon when necessary to provide specialist guidance.

The setting is secure; the children feel safe, having the confidence to eagerly go up to the inspector to talk about what they are doing. They are developing an

understanding of a healthy lifestyle with the food at snack time and the opportunities for exercise. But no opportunity is lost to extend their academic learning with, for example, children asked to count out four slices of the bananas and apples. And when preparing to sit in a circle the question, 'We have 14 chairs set out and there are 16 of us – how many more do we need?' immediately produced the correct answer from one child. The children's positive social skills and very good behaviour make a significant contribution to the smooth operation of the group. These attitudes to others and their progress in developing their basic skills in literacy, numeracy and computing prepare them extremely well for the next stage of their education.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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.