

Pilton Pre School

Inspection report for early years provision

Unique reference number EY287082
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Inspector Judith Harris

Setting address The Church Hall, Pilton Street, Barnstaple, Devon, EX31 1PQ
Telephone number 07729 358655
Email piltonpreschool@yahoo.co.uk
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 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

Pilton Pre-school has been operating since 1960 and is currently managed by the Pre-school Learning Alliance (PSLA) Direct management Scheme. It operates from a large hall in the Pilton Church Hall in Pilton in North Devon. There is a small secure and enclosed outdoor area and children have access to the community garden next to the hall. A maximum of 20 children aged from three to five years may attend the setting at any one time. There are currently 44 children attending who are within the early years age range. The provision is registered by Ofsted on the compulsory and voluntary Childcare Register. The pre-school is open for every weekday morning from 09:30 to 12:00 and four afternoons a week excluding Tuesday afternoons from 12:30 to 15:00. There are four members of staff, including the manager. All staff hold appropriate early years qualifications, one member of staff has an NVQ Level 2 qualifications and three members of staff have NVQ Level 3 qualifications one is studying for a Level 4 qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is good; the pre-school staff have enthusiastically embraced the Early Years Foundation stage which is enabling them to develop good systems to support children's learning and development. Through the use of the self-evaluation form the pre-school team are developing skills to identify and accurately address the areas for improvement. The good partnerships with parents effectively support staff to build a clear picture of each individual child.

What steps need to be taken to improve provision further?

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

- continue to develop systems to gather information about children's learning and development both in the setting and at home to inform planning for individual next steps
- continue to promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion

The leadership and management of the early years provision

The pre-school is a well organised service that is successfully led and managed by the play leader who works closely with a team of qualified and experienced childcare professionals. The staff team work very well together to provide children with a stimulating and comfortable and safe environment. The team are successfully developing good skills for self-evaluation which are enabling them to accurately identify the strengths and weaknesses within their service and develop

effective action plans to support continuous improvement. This is evidenced through the very successful way that all previous recommendations have been met and the effectiveness of their development since the last inspection. The pre-school has good partnership with parents and key-workers are available daily to share information about children's progress and achievements with parents. In order to help them gather parents ideas and views the pre-school have issued a parent questionnaire which will be used to inform their development plans. There is a good range of information for parents which includes information about events and activities and access to the policies and procedures. All required documentation records, policies and procedures are in place including medication and accident records. The safeguarding policy is clear and staff are familiar with their individual roles. The pre-school is a safe and secure environment and safety is maintained in all areas through a comprehensive annual risk assessment and a range of effective daily checks. A comprehensive risk assessment is carried out for each individual outing. The pre-school are effectively supporting inclusion; they have good systems to gather information about each individual child which supports them to identify all children's learning needs and interests. A comprehensive policy for the support of children with learning difficulties and disabilities is in place and to ensure children are included the staff work closely with parents and other professionals.

The quality and standards of the early years provision

Children are happy, confident and well settled in the pre-school's calm and relaxed environment. The flexible planning and daily routines provide children with long free play sessions. This allows the children to lead and develop the play using extensive imaginative and creative skills and have good opportunities to explore, experiment and discover. Children are playing with the dolls and buggies in the role play area and the relaxed environment allows the children to come and go from the play taking the buggies with them to other activities and developing the imaginative game. Children have daily access to a good range of art and craft resources that they use for child led creative activities. Children are making stain glass collage pictures, they talk about the colours and shapes and they are clearly delighted with this activity. Children are gaining an understanding of reasoning and numeracy through counting at different activities and using a good range of numeracy language and concepts. Children count how many children on their tables for snack and say how many plates they need, they correctly identify taller and shorter and bigger and smaller. Children are encouraged to write their names on their work and most children can recognise their own names. Children freely access the inviting and comfortable book corner where children ask for stories throughout the session. Children have access to some resources and activities that support them to develop a positive image of people from different cultures. However these are not currently extensive. The small outdoor area is directly accessible from the play space and children are able to free flow from inside to this area. They have a water play activity in this area and have planted bulbs in tubs. The pre-school are able to access a community garden from this outdoor area where children are taken for regular nature walks. The large hall provides space for staff to set up larger physical play activities for children. The adults make good use of all planned and naturally occurring situations to extend and challenge

children through their enthusiastic and animated interaction. The pre-school is developing a versatile range of observation and assessment techniques and systems which include developing systems to gather information from home. These systems allow the staff to build a very clear picture of each child's individual learning need and interests which are used to inform planning which centres on children's individual interests. Planning clearly links to the areas of learning and is successfully evaluated on a daily basis using good reflective practice. Children's learning journey records contain photographs of children at play with descriptions of the learning that is taking place and clear ideas for children's next steps. These records provide a clear picture of children's learning journeys for their time at the pre-school. Children are well behaved and the long periods of free play ensure children are involved and have very good levels of independence. Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are offered a good range of healthy and balanced snacks and fresh drinking water is available at all times. The pre-school take detailed information about any special dietary restrictions and works closely parents to ensure children's individual dietary needs are met.

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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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