

# Piglits Pre-School

Inspection report for early years provision

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**Unique reference number** EY308805  
**Inspection date** 12/05/2009  
**Inspector** Helen Penticost

**Setting address** 7th Crawley Scout Hut, Waterlea, Furnace Green, Crawley,  
West Sussex, RH10 6SP  
**Telephone number** 01293 511 673  
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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 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).

## Description of the setting

Piglits Pre-School was registered in 2005 and operates from a scout hut in the Furnace Green area of Crawley, West Sussex. The setting is registered on the Early Years Register. A maximum of 20 children aged from three to the end of the early years age group may attend. The pre-school currently have 19 children on roll and are in receipt of funding to provide nursery education. The group operates for three days per week, both morning and afternoon sessions, during term time only. Children have access to an enclosed outdoor play area. The pre-school is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Two full-time qualified staff work with the children, and a team of bank staff provide cover for absence.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress as they are cared for in a welcoming and inclusive environment where their individual needs are successfully highlighted and met. They have fun with familiar staff and learn through their activities. The pre-school shows a positive commitment to improvement and have successfully highlighted areas for improvement. There are highly effective systems in place for parents and carers to be enabled to take an active part in their child's development and become equal partners in their learning.

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

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

- plan and provide opportunities for daily outdoor play
- ensure that the registration system shows times of arrival and departure for both children and staff

## The leadership and management of the early years provision

Documentation which is required for the safe and efficient management of the setting is well organised and used effectively to promote all aspects of children's health and safety. However, the registration system does not currently detail times of arrival and departure for children and staff. Staff keep their training up to date and relevant, for example, they hold valid first aid qualifications which further ensures children's safety and welfare. The setting routinely completes risk assessments to ensure that children are safe and play in a hazard free environment. Resources are effectively deployed to allow children to choose with freedom and safety. Self-evaluation systems are used as an ongoing tool for helping the setting develop an understanding of the strengths and weaknesses of the provision. The setting has been proactive in making progress and improvements, for example, taking positive action to address the recommendations

made at the previous inspection.

Partnership with parents is outstanding. Regular home visits are offered to parents where they have the chance to speak to the staff and have their opinions valued, and regular monthly newsletters and emails provide useful information. Parents state that staff are always approachable and that staff make time to give verbal feedback at the end of the day. Parents are involved in discussions with key workers when their children start and staff build a record of children's starting points for their learning in the unique child record books. The setting meets with some of the local schools to ensure a smooth transition for the children; this also gives playgroup staff, parents and school staff opportunities to discuss any relevant information from an early stage.

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

Children are supported in their learning through the provision of a range of interesting resources and planned activities. They thoroughly enjoy the planned activities based upon the book about the Hungry Caterpillar. Children are given the correct terminology by the staff along with an explanation, to ensure that they are able to use this language to describe the lifecycle of a butterfly. Children develop a good understanding of the printed word as they find their names as they self-register and as they seek their place at the snack table. Staff are adept at intervening where appropriate to develop children's play and learning experiences. They are also aware of the importance of stepping back and allowing the children to socialise directly with their peers without adult intervention. Children are able to solve problems for themselves and staff actively encourage this development as every opportunity is taken to develop their skills.

Children's behaviour is effectively managed; staff act promptly to diffuse disruptive behaviour and they spend sufficient time with the children to help them understand consequences of their behaviour or how to take responsibility for their actions. All children take turns in having responsibility for certain tasks, such as handing out the drinks cups. They are encouraged to use good manners and to treat people with respect. The staff team provide positive role models for the children as they act out scenarios, such as being upset and talking through how that feels.

Any children with learning difficulties and/or disabilities or English as an additional language are fully supported by the group and a network of other health professionals. Children learn about each other's differences. They see lots of images of different types of people and those who are from different cultures and backgrounds, both in posters and the toys they use. Children enjoy the free choice of activities and toys are easy to access. Children are encouraged to experiment with the equipment, and also to help tidy away after themselves. The staff team engage with the children and play with them and support their learning as much as possible.

Snack times are a social occasion where children sit and eat together and where staff are on hand to encourage good manners and to develop conversation. They

are learning good health and safety behaviours, for example, they know to wash their hands before eating and they correctly dispose of tissues after use. They are offered food which is healthy and nutritious at snack time and water is made available throughout the session which children can help themselves to. Children have regular opportunities to develop their large muscle movement in the hall, however, their access to outdoor play on a daily basis is lacking. They learn about safety. They take regular part in emergency evacuation drills and they receive regular reminders about moving safely around the premises. For example, they are reminded that they are allowed to run at one end of the hall and their energy is expertly channelled into a game racing the caterpillar toys. Children are enabled to take risks in safe surroundings, for example, as they use scissors they are supervised appropriately by the staffing team. Lots of laughter and children's good attention levels show that children really enjoy their time at the setting.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

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