

# The 3 Little Pigs Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY386826
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting address</b>	23-25 Springfield Road, Horsham, West Sussex, RH12 2PG
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<b>Email</b>	
<b>Type of setting</b>	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

The 3 Little Pigs pre-school is privately owned and managed. It originally opened in 2004 and relocated to the current setting in 2009. It operates from a purpose built building Horsham, West Sussex. There is an enclosed area for outdoor play. A maximum of 35 children aged two to five years may attend the setting at any one time. The group is open Monday to Friday from 08:30 to 18:00 hours during school term time. A holiday club runs when the demand for it occurs from 8:30 to 18:00.

There are currently 30 children on roll. The setting currently supports children with learning difficulties and also supports children who speak English as an additional language. This setting is registered by Ofsted on the early years, compulsory and voluntary childcare registers. There are nine members of staff, including the manager. The majority of the staff hold appropriate early years qualifications to level 3 or above and one staff member is working towards a qualification. They provide funded early education for three and four year olds.

## Overall effectiveness of the early years provision

Overall the provision is good. The dedicated staff spend time getting to know each child's individual needs. This means they promote all aspects of children's welfare and learning with success. Children are happy and confident and thoroughly enjoy their time at the setting. Learning opportunities help children to develop in all areas and they are enthusiastic and actively engaged. A strong leadership and management team places high importance on continual evaluation across the setting. Consequently, strengths are recognised and areas for improvement identified and prioritised on an ongoing basis, continuing to promote successful outcomes for those who access the provision.

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

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

- further develop the outdoor play area to ensure that children have a wider range of activities to cover the six areas of learning
- further develop systems to monitor children's progress, interests and achievements in order to plan the next steps in their learning and development
- update the complaints policy to include details for contacting the regulator (Ofsted).

## The leadership and management of the early years provision

Secure monitoring procedures implemented by the management team and practitioners ensure improvements that are made to the setting are evaluated effectively to promote and support inclusive practice. Management recognise the

strengths within the pre-school, including the strong links with the local community and the well established working relationships with parents. Staff practice the Key Person system to promote children's feeling of security and attachment. This ensures that any personal care is carried out by their key worker. Consequently, children are settled and happy. Children are well-supported throughout the day as staff are well deployed to ensure children receive good attention.

The setting has very effective procedures to ensure children's safety and welfare is promoted. For example, there are clear and robust systems for recruiting and vetting staff. Staff are aware of the procedure to follow if child protection concerns arise. All of the required documentation is very well organised and maintained. However, the complaints policy does not include the details of the regulator.

Parents receive extremely comprehensive information about the pre-school and children's ongoing progress and achievements. Examples include information outlined in the prospectus, weekly newsletters, regular parent consultation meetings and written reports. Parents are encouraged to be actively involved in their child's learning and to take part in reading sessions. This allows parents to play a key role in their children's future targets for learning and development. The setting works well to support children with any learning difficulties and/or disabilities. Parents are fully consulted and provided with good information about local support services. Parents speak highly of the setting, comments include; I find the staff very approachable, they are fabulous. The provider is passionate about the children which is so important.

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

The preschool children's play and learning areas are very well organised. The children's work is attractively displayed in the carefully planned play areas which provide children with the resources to aid their learning in all areas. Children have ample opportunities to initiate the use of programmable toys to increase their knowledge and understanding of everyday technology. Dedicated space for children to express themselves using paints, collage and construction enable them to express themselves in their own individual way. They are helped to make sense of what they see, hear, smell and touch. For example, as they look at books, squeeze play dough, and explore sand and water. The enthusiastic staffing team constantly interact with children, extending vocabulary and supporting their learning. For example, staff fully engage themselves in role play scenarios helping children to extend their creative and imaginative skills. In the role play travel agents, children booked holiday destinations to exotic locations using a globe to locate the country. Staff interacted positively with the children anticipating with delight their two week holiday with plans to relax around the swimming pool. Learning is fun.

Staff have good knowledge and understanding of the Early Years Foundation Stage. Children engage in a range of purposeful activities, which are planned to support individual learning. However, the systems in place to monitor children's progress, interests and achievements in order to plan the next steps in their learning and development are not fully effective.

Comprehensive risk assessments are systematically completed, ensuring that all safety measures are in place and effectively implemented. Children thrive because staff effectively follow clear health and hygiene procedures. Highly effective daily routines ensure children wash their hands automatically after visiting the toilet and undertaking messy play, which helps them understand the need for good personal hygiene. The proprietor ensures that staff attend first aid training to enable staff to give appropriate care to children if required. Children have daily access to physical play both indoors and outside, however, the outdoor play area does not always provide stimulating learning experiences across the six areas of learning.

## 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?	2
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

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](http://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