

Little Pippins Pre-School Greenmeadow

Inspection report for early years provision

Unique reference number EY395963
Inspection date 19/01/2010
Inspector Tracy Bartholomew

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Little pippin pre-school was a re- registered in 2009 and is registered on the Early Years Register. It operates within a secure children's centre based at Greenmeadow Primary School within Swindon. A maximum of 24 children may attend the pre-school at any one time. The nursery is open on weekdays, from 09.00 to 15.00, term time only. The pre-school serves the local families and the neighbouring communities.

There are currently 58 children aged from two years to under five years on roll, of these 42 children are receipt of nursery education funding. The nursery currently supports a number of children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the quality of the provision is inadequate. Policies and procedures are not consistently being acted upon to ensure children's safety and wellbeing. Although the staffing team have an understanding of the Early Years Foundation Stage (EYFS) they do not effectively promote outcomes for children and their learning and development overall, which has a negative impact on their care and learning. This coupled with ineffective behavioural management and failure to ensure the setting's safety, results in children not making sufficient progress. In addition, the management are committing an offence as they are operating over their numbers during parental consultations, which they are not permitted to do. Regardless of these issues the setting shows satisfactory ability to improve the practice to the required standard.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure conditions of registration are adhered to, in relation to operating within numbers at all times, to ensure the safety and welfare of all children. (Safeguarding and Welfare) 19/01/2010
- ensure risk assessments are undertaken on all areas used by the children and appropriate action is taken to make these areas safe such as ensuring children do 30/01/2010

- not have access to brambles within the garden
(Safeguarding and welfare)
- ensure the setting's policies and procedures are followed and that all children wash their hand prior to helping at snack time (Promoting good health) 30/01/2010
- follow advice and guidance from specialised professionals on children whose progress and development is causing concern to improve outcomes for children and share reliable and accurate examples with parents and professionals (Behaviour management) 30/01/2010
- ensure the key person and deployment of staff is thoroughly implemented and understood by all staff to allow each child's individual needs are met (Organisation) 30/01/2010
- improve knowledge and understanding of the requirements and ensure that assessment of children's development is sufficiently rigorous to enable staff to be confident in meeting children's development and tailor planning and progress to promote children's next steps in their learning (documentation) 12/02/2010

The effectiveness of leadership and management of the early years provision

There are poor systems in place to monitor the overall provision. Leadership and management is weak, which in turn has an negative impact on the managements leadership in relation to the embedding ambition and driving improvements, due to the fact that they are unaware of the inadequate daily practices and inconsistencies within the setting.

The management and staff team lacks the understanding of their conditions, which as a result has meant that they have allowed children to join their sessions when they are full to their capacity, although not permitted to do so. Although the parents are still on site of the setting they are not supervising their children and in accordance to staff they are responsible for these children until the consultation has finished. This poses significant risks to the health and safety of the children. The management team lacks knowledge on how to manage the provision to promote the EYFS effectively, as required documentation such as learning journals have not been thoroughly undertaken. Although the setting has undertaken a self-evaluation of the setting, this is on the temporary premises, so inaccurately compiles with the premises they are currently working from.

The setting has organised paperwork, however they have completely overlooked risk assessment on the building and outside area, which puts children's safety at significant risk, especially for example within the garden as children retrieve balls from very established brambles. The setting has a poor understanding of how to manage behavioural incidents which results in children lacking attention and receiving mixed messages of their behaviour. Although outside specialists have

been in to help the group, the group has failed to incorporate the suggestions and all deal with incidents differently, this is a failure in meeting children's individual needs and also in working in partnership with parents and others.

Partnerships with parents and others caring for the children are weak as parents are not being given secure information about their child's day and full details of what the children are doing are not consistently reflected in feedback or notebooks. Nevertheless, resources are adequately deployed and staff promotes equality and diversity. In addition the staff take steps to protect children from unvetted persons and most staff know who is permitted legal contact with the children their care.

The quality and standards of the early years provision and outcomes for children

Some staff lack the knowledge and understanding of the EYFS; consequently, children's progress in learning and development is hampered. Although children have access to toys these are limited, as they strive for their individual needs to be met. Regardless of this however children do have free access to the role play area including a kitchen and dressing up areas. All children have access to art activities and free access is given to children to experience the outside area, if they wish to. However the support from staff is not consistent. In addition outside toys are limited in some areas, for example only having one scooter available prevents some children accessing the resources they wish to, even though they ask for a turn and children's health and safety are put at risk as they retrieve balls and space hoppers from the brambles.

Children enjoy listening and taking part in stories such as the hungry caterpillar, where staff use visual aids to rein-enact the story with the children. However during circle time, one child is chosen to help get the snack table ready, which results in this child missing out on valuable learning. In addition, this child who helped to set the table, did not wash her hands, which poses a risk of infection to other children as she obtains the spoons by the eating scoop.

Some staff lack the ability to meet the individual needs of all the children in the setting, which results in their freedom of choice being dismissed, this was especially evident when children where informed that they could either go out to play, stay in or have snack. Seven children wanted to have snack, however the table was only set for five, so two were told to come back later, although a table behind was not being used. Although most children are settled and at ease in the company of their peers and the staff, some children's progress is not monitored or considered throughout their time at the setting. Developmental assessments are not undertaken and planning is not effectively in place to ensure that this is tailored to each child's individual needs and next steps. As a result, development is hampered because they are not experiencing a suitable range of exploratory play opportunities daily.

Children are developing an understanding of personal hygiene routines, such as washing hands before eating and after visiting the toilet. Staff explain to them why

this is necessary and this gives the children an understanding of how they can promote their good health. Mealtimes are social occasions with the children, where staff also sit with the children to eat their lunch. A wide range of snacks are provided for the children, where staff promote independence skills well, for example, children pour their own cereals into a bowl and obtain the drinks, once consumed they then enjoy washing up their equipment used.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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