

Flyford Pippins

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Fiona Robinson

Setting address	Flyford Pippins Pre-School Group, Flyford Flavell First School, Radford Road, Flyford Flavell, Worcestershire, WR7 4BS
Telephone number	01386 462 228
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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*.

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.

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Description of the setting

Flyford Pippins is a privately owned village pre-school which originally opened in 1994. From 2005 it opened under new ownership, from two rooms within Flyford Flavell First School, near Inkberrow, Worcestershire. There is ramped disability access to the setting. Children attend from the local and surrounding areas. A maximum of 26 children aged under eight years may attend the setting at any one time. The pre-school currently takes children from two to five years of age. There are currently 16 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 15 are in receipt of funding for early education. The pre-school is open each day from 8.45am to 11.45am during school term times only. Children have access to a secure outdoor play area and there are Forest School facilities on site. The setting supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs four staff; two of whom hold relevant early years qualifications and the other is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness is good, because children are confident and enjoy participating in a wide range of well-planned activities. Partnerships with parents and the host school are good and information is shared effectively. All children feel valued and fully included, because they are settled and secure within the group. Staff have a clear understanding of the setting's strengths and areas for improvement. There is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the records of observation and assessments and use these to consistently plan the next steps in a child's developmental progress
- continue to develop systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well. Staff ensure that children are kept safe through implementing comprehensive policies and procedures. They have a good understanding of their responsibility to keep children safe. Children are supervised at all times, whilst staff encourage safe levels of independence. Staff carry out regular risk assessments to keep children safe in their indoor and outdoor

environments. Security within the setting is good and emergency evacuation procedures are practised regularly, so that children become familiar with the routine.

Partnerships with parents and carers are good. They receive regular information through discussion with staff, comprehensive newsletters and information on the parents' notice board. They are kept well informed of their children's achievements and progress and regularly view their learning journeys. Parents say their children enjoy coming to the setting and that staff are approachable and caring. Links with other early years professionals and with the host school are good which ensures their continuity of care and learning.

The setting is well led and managed and good use is made of staff and resources to meet the needs of the children. Staff meet together regularly and demonstrate a shared commitment to the development of good practice. Self-evaluation systems to monitor and evaluate the provision are currently being developed, but are not yet robust enough to ensure clear identification of targets for further improvement. They are working to ensure that the views of parents and children are taken into consideration when identifying priorities for planning. Staff also recognise the need to use assessment information to inform the children's future learning experiences. They work well together as a team and regularly access further training to enhance their knowledge and understanding. Staff actively promote equality and diversity and ensure children are fully integrated and achieve well. The manager and staff have clear expectations about securing improvement and regularly monitor activities. Regular appraisal is carried out and target setting is realistic and challenging.

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

Children benefit from well-planned indoor and outdoor activities and achieve well. An effective key person system ensures that children experience good continuity of care. Staff regularly monitor their achievements and respond well to their individual needs. They have identified the need to develop further the records of observation and assessment in order to use these to inform future learning. Children behave well and respond positively to regular, well-deserved praise. They listen carefully and share resources sensibly. They benefit from being cared for in a bright, inclusive environment. Children learn to behave responsibly, because staff have clear expectations and are very good role models. Relationships are good and staff encourage children to be independent and confident.

Children's health is promoted well through healthy eating and physical exercise. They are encouraged to make healthy choices at snack time and enjoy making pumpkin soup and cracked wheat salad. They enjoy physical exercise and have valuable opportunities to play outside each day. They have regular visits to the on-site Forest School and enjoy playing games with the parachute. Outdoors they develop their climbing and balancing skills on the adventure playground equipment. They enjoy riding bikes, pushing pedalled vehicles and practising their throwing and catching skills. Children are cared for in a safe and secure

environment. They know how to carry and use sticks safely in the Forest School environment and how to use tools safely when making models. Overall, children have a good understanding of the need to take exercise, eat healthily and play safely.

Children play sensibly in a well-organised environment. They access the good range of toys and resources independently. They enjoy role play as opticians and writing a letter home after a visit to the village post office. They show an interest in looking for mini beasts and building dens. They learn about nature and are keen to press leaves into clay and print leaf patterns. Their listening skills are developed well when staff read stories, such as 'Rufus and the Blackberry Monster'. There is a good balance of adult-led activities and those chosen by the children. Most can count up to 10 and beyond and can recognise and write their names. Children's independence is promoted well as they use the computer to practise their number skills and the digital camera to record their activities. They enjoy making houses out of different materials and their skills are developed well through topics, such as 'People Who Help Us'. Festivals, such as Remembrance Day, Diwali and Christmas increase their understanding and widen their experiences. They enjoy fundraising activities for 'Children in Need'. Overall, they are well prepared for the next stage in their learning in this stimulating and inclusive 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

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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