

Pip and Jim's Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pip and Jim's Pre-School opened over thirty years ago and is managed by a voluntary committee of parents. The pre-school operates from three rooms in the basement of the church rooms attached to the church of St. Philip and St. James in the Leckhampton area of Cheltenham, Gloucestershire. Children have access to an enclosed outdoor play area with grass, paved and safety surfaces. The group is open each weekday during term times from 9am to 12 noon.

This pre-school is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group may attend the pre-school at any one time. There are currently 36 children aged from two years nine months to under five years on roll. The pre-school currently supports a number of children learning English as an additional language.

The pre-school employs four members of staff to work with the children. Of these, three staff members, including the play leader, hold relevant qualifications and there are two members of staff working towards a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an inclusive environment where children are well supported to settle to be secure and happy. Well developed knowledge of children's individual needs ensures that the caring staff are successfully promoting most aspects of children's welfare and learning. As a result, children make good progress, given their age, ability and starting points. Children are kept safe at all times and enjoy the pre-school's emphasis on the choice of indoor and outdoor play all year round. Partnerships with parents are being well developed; systems are identified to make links with agencies, though not with all other providers with whom children have contact. In-depth reflection ensures that considerable plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the first aid box has appropriate contents to meet the needs of children. (Safeguarding and promoting children's welfare)
- 08/06/2010

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

- consider the pre-school routines to maximise children's concentration and independent learning
- build links with other providers offering the Early Years Foundation Stage to ensure all adults communicate and work together for the benefit of each child, so there can be continuity in their learning.

The effectiveness of leadership and management of the early years provision

The pre-school is effectively organised overall. There is a strong relationship between the senior staff and the committee who communicate well together and are clear about their roles and responsibilities within the group. Updated systems are in place for staff recruitment, vetting and regular appraisal, ensuring that the staffs' strengths and areas for development are identified. As a result, there is an atmosphere of enthusiasm and motivation to develop what is offered to the families using the setting. Children are well cared for and have few accidents as the premises are made secure and willing rota helpers ensure that the adult to child ratio is high. They are effectively safeguarded through staff knowledge and understanding of required procedures for child protection should any concern arise. Required policies, procedures and records are currently being updated to reflect the day-to-day practice and contribute to the children's well-being. All staff and committee go through the required vetting procedures and staff are aware not to leave children in sole charge of any adult who is not checked. Staff carry out comprehensive hazard checks using daily sheets and detailed risk assessment records to show the areas and activities that have been assessed for their safety and suitability.

As required, the pre-school liaises well with external agencies to exchange information for the care of children with additional needs. A number of children attend other registered settings; a few links are made with some of these providers to share any concerns and work towards children's individual needs being met. The partnership with parents and carers is good. There is regular exchange of information through regular newsletters, attractive information boards and informal feedback from the children's key persons before and after sessions; this enables staff to effectively meet children's individual needs. Parents know that they may view the children's learning records at any time, and systems are fully developed to share these regularly and to encourage families to contribute. Parents are proud of the group and speak well of the good quality of care their children receive. They feel well involved in the children's learning as they continue pre-school activities, such as growing beans, and make choices together, including clothes for special days and items for 'show and tell'.

The staff reflect daily together on their practice and have a realistic understanding of their level of provision to promote children's equality of opportunity. They successfully involve many parents through discussion and questionnaires; children's views are gained through their play responses and as they recall what they have enjoyed and would like to do in their next session. Most of the recommendations raised at the last inspection are effectively addressed, regarding children's safety, staff employment, information for parents and links between

planning and observations of children's play. These developments show a good commitment to continuous improvement. Senior staff confidently recognise the pre-school's strengths and effectively identify significant areas where they could develop further. Currently, for example, planning and assessment systems are under radical review to be more effective; children's achievements are being monitored in greater detail to help them progress and develop their interests. The indoor and outdoor areas are thoughtfully reorganised so that effective use is made of good quality resources to support children's choices and progress in a safe, happy environment.

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

The good quality of children's learning and development is enhanced because the staff have a high or growing knowledge of the Early Years Foundation Stage. The children are known well to provide a stimulating environment in which to play and learn. Good use is made of the varied in and out-of-door play areas to enhance children's experiences across the six areas of learning. As a result, children settle to be busy, engaged and achieve well in their learning, though their independent learning and concentration are not maximised by the overall routine and unannounced changes. Good focus is given to promoting children's sense of belonging and recognising each child's unique qualities. For example, the friendly staff warmly welcome every family as they arrive. They monitor each child's learning and progress well because ongoing observations and assessments are clearly focused on children's responses. These link closely to the Early Years Foundation Stage and identify possible lines for development to inform planning and to challenge them in their learning. Plans are purposeful and rooted in children's next steps and their interests arising from that day or the previous session, such as 'making sandwiches with different fillings'.

During their free time, children make their own choices about where they play and about the challenges they set themselves. They actively explore their surroundings with curiosity and interest to become inquisitive learners. They laugh and smile with excitement as they investigate an extensive range of media and materials to challenge and enhance their creativity and sensory experiences. They have immense fun investigating 'gloop', soil and paint and say that salt for dough 'doesn't feel like flour; it feels like sand'. They are keen to join in with music to sing and move to rhythms in physical exercises. Staff encourage early communication well by extending children's conversation; they offer new words, such as 'fair' and 'totem pole', and join in their role play, for example, to 'sell petrol' for their cars. Children talk enthusiastically about 'sleepovers' and negotiate beds after building dens with blankets helpfully supplied by staff. They are challenged to use all their senses, for example, to listen to church clock chimes to say the time and to smell flavourings added to dough. They confidently work together to create structures, such as 'castles' and group drawings. Children are keen to copy the adults and practise initial sounds and early mark making at a 'writing' table. They effectively extend skills for the future by enjoying exciting technology equipment, including digital cameras and a computer centre with protected internet access; they are effectively involved in the staff's commitment

to sustainability by using recycled materials and planting seeds. Good use is made of spontaneous and routine opportunities for children to solve problems. For example, they become absorbed in picture books and count interesting items; they say how many breadsticks they eat and work out how many more cups of water are required.

Many good steps are taken to prevent the spread of infection ensuring children's health and well-being are actively encouraged and promoted, though not all first-aid items are in date. The children benefit from nutritious snacks and are encouraged to drink water regularly to keep hydrated. They choose from many opportunities to be physical and develop new skills as they eagerly explore the challenging equipment to throw, catch, kick, climb and balance. Children demonstrate confident understanding of the importance of regular exercise, healthy food and good hygiene practices on their personal well-being; they frequently discuss, for example, about taking care of their bodies in hot weather. Clear questioning from adults empowers children to think about safe practices and learn to keep themselves safe. As a result, they handle a wide variety of tools safely, practise team work to tidy away their toys and learn how to leave the building in an emergency. Children are considerate, for example, spontaneously offering to join hands with a child who does not have a partner for an action song. They learn to manage their own behaviour well because they take an active role in discussing the rules and boundaries for helpful behaviour and spontaneously help each other. Consideration of each child as a special person, and frequent praise during play and daily routines, effectively promote children's self-esteem and give value to their achievements. As a result, children are well motivated and behaved.

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	3
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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