



Pitton Pre-School

Inspection report for early years provision

Unique Reference Number	EY248260
Inspection date	06 February 2006
Inspector	Penny Wood / Lorraine Sparey
Setting Address	The Village Hall, White Hill, Pitton, Salisbury, Wiltshire, SP5 1DU
Telephone number	01980 862508 or 07785 933966 in session
E-mail	
Registered person	Carolyn Beckett
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Pitton Pre-school was registered in 2002 and operates from Pitton village hall. The pre-school has access to the hall, a kitchen, cloakrooms and an area for outdoor play. It serves a wide rural catchment area. It is registered to provide sessional care for 26 children aged between 2 and 5 years and opens 5 days per week during school term time only. Sessions operate from 09:00 to 12:00, with an option for children to stay for a lunch session until 12:45.

There are currently 27 children on roll who attend for a variety of sessions. Of these, 23 children receive funding for nursery education. The pre-school supports children who have special needs and English as an additional language.

Pitton Pre-school employs 2 full-time and 3 part-time members of staff. The manager and 3 members of staff are qualified in early years care and education. The pre-school receives support from a mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children practice good hygiene procedures, which reduce the spread of germs and infections within the group. They know to wash their hands after going to the toilet, place their hands over their mouths when coughing and most children wash their hands before snack time. Staff promote hygiene through their own procedures by ensuring toys and resources are clean, spills are promptly cleaned away and the environment remains in a good state of cleanliness. In the event that children are ill, clear policies in place request parents to keep their children at home. This practice protects the health of all children from cross-infection of illnesses. Those who fall ill in-group are comforted until their parents arrive.

Staff are trained in first aid ensuring children receive suitable care in the event of minor incidents. Consent for emergency medical treatment permits staff to seek assistance should a major accident occur. The first aid box is suitably stocked; including a personal protection pack for staff to ensure their health is protected when dealing with body fluids. Thorough written procedures in place for dealing with serious incidents ensure all staff are aware of action to take and children receive prompt effective care. Documentation to record accidents contain accurate details and informs parents of the care their child receives.

Children's physical development takes place both inside and out. Activities which encourage children's large muscle control allow them to run around, balance and climb, promoting their fitness and good health. Children recognise the effects activity has on their bodies, such as becoming thirsty after playing outside, and are able to see to their own needs with water readily available in the classroom.

Children are learning about healthy diets through the nutritious snacks they receive and the use of books and games. Staff ensure children only receive suitable foods for their individual dietary needs by recording and sharing information about allergies and personal choices. Snack time is a social time where children talk freely between themselves and with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy entering a well-organised environment, which is spacious, clean and

well maintained. Within the building, precautions are in place to protect children from harm. For example, cupboards containing unsuitable items for children remain locked, plug sockets are covered and the premises are secure.

Children have access to an extensive range of resources that are safe and in good condition. Regular checks ensure they remain safe and those, which pose a hazard or risk, are taken out of circulation until repaired or thrown away.

Children are learning how to protect themselves from harm and stay safe. For example, when placing safety mats on the patio area outside, staff asked the children if it was a good idea. The children replied that it was not, because if they fell they would hurt themselves. The member of staff went on to consolidate children's learning by explaining they were correct and if they put the mats on the grass, being softer, they would not hurt themselves as much. Good strategies are in place to encourage children to abide by boundaries when playing outside, ensuring they do not access unsuitable areas such as the car park.

The health and safety policy has clear guidelines for staff to follow, which aim to reduce the risk of harm to children. Risk assessments for the premises, supplementary activities and outings, highlight safety issues and results in prompt action ensuring children's safety. Staff have effective systems in place for emergencies. For example, staff carry whistles which act as the fire alarm or to attract staff attention if help is required. Procedures in place for the emergency evacuation of the building ensure all staff are aware of their responsibilities and the procedure to follow.

Staff have a thorough understanding of the child protection policy and the procedures in place to protect children's welfare. They have good knowledge of the signs and symptoms of abuse and know what action to take if a concern arose. Effective monitoring and recording of concerns ensure steps are taken if the need arises, to ensure children are safeguarded from harm.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time in the setting and thrive under the staff's expert practice, praise and encouragement. Children are extremely settled and at ease and display exceptional levels of confidence and independence. They enjoy access to an exciting range of resources, which are accessible, innovative and inspire the children within their play. Activities are stimulating, interesting, well resourced and fun, encouraging the children to be eager and enthusiastic in their participation. Children are able to choose activities and toys for themselves and quickly become engrossed, displaying high levels of concentration. Staff use expert practice and experience to allow children to explore for themselves and provide support when required to develop their learning. Accurate and detailed records of children's achievements are monitored at all times, ensuring staff plan and provide dynamic activities, which enthuse the children and encourage development for children of all abilities. Activities follow the children's interests ensuring they are meaningful and relevant to them. Staff adapt and respond quickly and seize upon every opportunity to develop children's learning

journeys.

Nursery Education

The quality of teaching and learning is outstanding. Staff are highly effective and use expert practice in their delivery of nursery education. They value parents as their child's first and most important educators, resulting in excellent and rapid progress in children's learning and development. Children enjoy a balanced curriculum, which covers all areas of learning in detail. Accurate records of children's achievements are strictly monitored to ensure all children benefit from the exemplary provision. Children are respected as individual learners. Staff are meticulous in ensuring that all children make excellent progress and ensure that learning experiences cover the depth of abilities within the group. Activities are purposefully provided to ensure children are challenged yet remain achievable. This results in positive and motivated learners. Staff use highly effective explanations to answer children's questions and to ensure children understand the meaning of specific words. For example, when reading a book, staff explained words such as meek and weak, through use of intonation and body language, the word long was drawn out as a sound to emphasise its meaning, bringing the explanation to life.

Children are exceptionally confident in their learning and are excited and motivated. They have positive attitudes to new experiences and take part with enthusiasm. They experience very strong relationships with each other and staff, and become animated when sharing experiences from home. Children are exceptionally independent, which is encouraged by staff. For example, children wash their own hands and put on their coats and wellingtons when going outside. They have very strong self-control with their behaviour and are able to act appropriately in all situations. They are aware of each other's needs and show concern for their feelings. For example, when playing, a child voluntarily offered some of her toys to another child joining the group, in order to incorporate that child into their play and feel welcomed.

Children are developing excellent language skills, which are encouraged through the staff's highly skilled questioning techniques, the explanation of new words and the use of sign language. Children use an extensive vocabulary in everyday discussions. They are able to use and understand complex words such as camouflage within the correct context. Children become engrossed during story time and relish the experience. Staff use exemplary techniques to engage children, again using their voices, reading with complete enthusiasm and seizing upon children's input to the story. Children relish opportunities to use their emerging writing skills and enjoy writing lists and labelling items on display boards.

Children are enthusiastic in recognising numbers within their environments, both at home and in the setting. Staff utilise every opportunity to encourage the children to recognise numbers at random. For example, when finding the correct size of wellingtons, staff asked a child to find a pair with the number nine. Children confidently count and recognise numbers up to six at random, with some children being able to go further. Staff encourage children to add and subtract numbers. For example, a child volunteered that she would be six after she was five, when asked how old she would be before she was five, the child was able to recognise that she would be, and in fact was four.

Children enjoy exciting and dynamic opportunities to explore and investigate. During an activity involving powder paint and water, children were able to pour the powder paint, mix and introduce other resources of their choice. Children observed and recognised the changes in colours and consistency, they watched things sink and float and the effects of dripping, pouring, dribbling and splashing. During the activity, there was very little intervention by the staff enabling children to answer their own questions and make discoveries for themselves. Children relished the experience, some of which were enthralled for over an hour at the activity. Children are gaining excellent skills in IT using computers and cameras. They understand the concept of time and use egg timers in-group to ensure children take turns with equipment. The group use the outside area to increase children's knowledge of the natural world. During the year they plant seeds, observe them growing and in the case of vegetables they harvest them and use the produce in their cooking.

Children are confident movers and are adept in negotiating spaces and speed. They move spontaneously, with excellent control of their bodies. For example, when playing outside with an assortment of paintbrushes, rollers and water, they were able to make purposeful movements to develop patterns on the ground and walls. They are competent in using their small muscles with equipment, such as the computer mouse and scissors, and have plentiful opportunities to develop their dexterity.

Children have an inspiring range of innovative resources that stimulate their creativity during role-play. For example, when exploring space, staff have developed a box of resources, which include plastic bottles sprayed silver and taped with tubing to represent breathing apparatus, silver helmets and a range of materials that are open to interpretation for children's imaginations to develop. Staff ignite children's imaginations in the simplest of ways. For example, when provided solely with two chairs, staff observed the children to assess how they would incorporate them into their play. Children responded by promptly performing a show for other children to watch. The staff took this interest forward and the following day setup a puppet theatre with storybooks and hand puppets, to further develop children's creativity. Children are enthusiastic in exploring with their senses. For example, during the powder paint activity, children were thrilled to be able to explore the mixtures with their hands, which at times becoming totally immersed in the mixture.

Helping children make a positive contribution

The provision is outstanding.

Children flourish in the pre-school's caring environment. They actively contribute to routines and are enthusiastic when caring for their environment. They willingly join together to tidy up, helping each other carry boxes of toys to the store cupboard, co-operating and working together. Children experience a strong sense of belonging within the group and through the consistently high levels of praise and encouragement feel valued by staff members as individuals. Children enjoy equal access to all the facilities and activities, with staff moving effectively to support individual children where required. Children's spiritual, moral, social and cultural development is fostered.

The staff's excellent understanding of children's interests and home experiences bring a range of cultural celebrations to life and therefore make them purposeful and highly memorable for the children. For example, when a child's family members visited Japan, staff introduced the children to Shichigosan, a festival, which celebrates boys aged three and five, and girls who are aged three and seven. Children enjoyed dressing up in kimonos, discussing which of them were three years old, and other children they knew who were aged five and seven.

Children benefit from the highly effective strategies in place to identify and support children with special needs. Discussions with parents before children attend ensure staff have secure knowledge of their individual needs or parents concerns, resulting in quick action to ensure children settle and make rapid progress. Concerns raised by parents receive prompt action; strategies put in place and progress fed back to parents at regular intervals. Children respond quickly and make very good progress to overcome their difficulties. Staff work in partnership with outside agencies to reinforce children's progress. They use sign language with all children throughout the session and in particular to support children with speech and language delay. Staff recognise and value parent's knowledge of their children and respect their contributions when devising individual education plans. In addition, strategies such as the use of sign language continue with parents at home, developing an effective partnership and consolidating children's learning.

Children behave exceptionally well. They are courteous, polite and well mannered. They show high levels of consideration for others and willingly help with tasks such as opening paint pots for each other and handing out water bottles without being asked. When requesting others to complete tasks for them, children say please and thank you. Staff congratulate children with their manners and reinforce what they do well by praising their actions. Minor instances of behaviour, such as children wanting to play with the same toy, are managed with exceptional skill. Staff are calm, quiet and encourage children to resolve conflicts for themselves. For those children who struggle with controlling their behaviour, highly effective strategies are in place to encourage them to overcome their difficulties, such as individual behaviour plans. Again, working with parents plays high importance to resolving concerns.

The partnership with parents and carers is outstanding. Parents receive comprehensive information regarding the settings aims, ethos, policies and procedures. Opportunities to explain and discuss the provision of nursery education are highly effective and ensure parents are informed and understand children's learning within the Foundation Stage. Initially when children join the group, staff gather detailed information from parents regarding children's dispositions and abilities, which enable them to assess their starting points in learning and provide supportive care.

Parents feel welcome in the group and confident to approach the accommodating staff to discuss any concern, points of interest and children's achievements at home. Parents may request to see children's records of development at any time and opportunities to discuss children's progress through the foundation stage take place at regular intervals or at parent's request.

Parents play an active part in children's learning and are encouraged to actively

contribute to their learning journeys by extending their experiences at home. For example, during an activity based around the recognition of numbers within the environment, children and their parents looked for numbers within their homes, took photographs, which were displayed on a number board in the setting for all children to observe.

Organisation

The organisation is good.

The setting is very well organised, with good use of space and the environment. Staff are deployed effectively ensuring individual needs of children are met. Regulatory records and documentation contain accurate details, are stored effectively and available for inspection.

The leadership and management of the setting is outstanding. The group benefits from the very strong leadership skills of the registered provider, who is pro-active in improving and developing provision for the benefit of children and their families. Teamwork is highly effective and a strong contributing factor to the success of the group. The registered provider encourages staff to be actively involved, valuing their commitment and contributions. Robust recruitment and induction procedures ensure staff understand and work to the group's ethos in providing child led education and care which centres on the needs of individual children. Continual evaluation of provision takes place, whereby contributions from parents and staff play a vital role. The registered provider is pro-active in staff following an ongoing training program; ensuring they are knowledgeable in the foundation stage, provide expert practice and high standards of care for children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the provider has improved the provision for children.

Children's safety has been improved with particular regard to the ventilator heating fan. Staff have assessed a number of ways in which to reduce the risk of children harming themselves and have established suitable measures to prevent them from accessing the unit.

Children have drinks available within the classroom and readily help themselves, seeing to their own needs when thirsty.

Children enjoy opportunities to count, compare numbers and problem solve during activities and free play. Staff have attended external training, specifically focussing on maths in the foundation stage. Opportunities to incorporate maths into children's play and learning are seized upon by staff.

The provider has purchased a new book display unit and cushions for the book corner which encourages the children to access the area. Background screens make

the area attractive for children who now use the area independently, in small groups and with support from staff.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to promote hygiene routines at snack time, with particular regard to children washing their hands before eating

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk