



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511331

DfES Number: 530394

INSPECTION DETAILS

Inspection Date 12/05/2003
Inspector Name Alison Large

SETTING DETAILS

Setting Name Piglets Pre-School and Day Nursery
Setting Address Pylands Lane
Southampton
Hampshire
SO31 1BH

REGISTERED PROVIDER DETAILS

Name Julie and Aubrey Sims

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Piglets Pre-School and Day Nursery opened in 1998. It operates from five rooms in an extended bungalow in the Bursledon area of Southampton, and is close to the motorway, and serves the local area. The registration is for 50 children aged from three months to five years. There are currently 106 children on roll. This includes 13 funded three year olds and three funded four year olds. Children attend for a variety of sessions. Two children have special needs. The group has no children with English as an additional language. The nursery opens five days a week all year round, from seven thirty am. to six pm. Twelve full/part-time staff work with the children. Eight have early years qualifications and four are currently on training programmes. At present the setting receives limited support from a teacher/mentor from the Early Years and Development and Childcare Partnership.

How good is the Day Care?

Piglets Pre-school and Day Nursery provides satisfactory care overall for children aged under five years. The nursery is well organised, which enables staff to work closely with children. Staff ensure that children are safe both inside and outside. Staff ensure children with special needs are fully included in the nurseries activities. Staff are well trained and supported. Staffing procedures lead to consistency of practice. The quality of care for the children under two years old is very good. The effective key worker system enables staff to establish consistent and good relationships with babies and parents. The children in the Tigger room benefit from routines for playing, eating and sleeping, although more choice of activities should be made available to the children. There is a good partnership with the parents and carers. They are kept up to date about issues relating to their children, including daily diary sheets for babies. All the relevant paperwork and most of the documentation is in place.

What has improved since the last inspection?

At the last inspection the provider agreed to complete all the rooms and meet the National Standards before additional children attended. The rooms have now all

been completed and made safe, and meet the National Standards.

What is being done well?

Provision for babies and children under two years old is good, and staff give attention to meeting babies individual needs for eating and sleeping. (Standard 3) The nursery offers a variety of healthy and nutritious food.(Standard 8) Good organisation of the nursery enables staff to work closely with the children and offer good care and support. There are procedures in place to ensure that staff have a consistent approach to their work, such as regular staff meetings and induction. This leads to quality of practice in all rooms.(Standard 2) Staff have a good awareness of safety issues.(Standard 6) Children's individual needs are addressed. Staff ensure that children with special needs are fully integrated into all activities. (Standard 9) All staff are consistent in encouraging positive behaviour, and use an incident book to record any behavioural problems.(Standard 11)

What needs to be improved?

activities for children aged two to five years to offer more choice;(Standard 3) consent to seek emergency medical treatment;(Standard 7) expansion of the child protection policy to include allegations made against staff;(Standard 13) complaints procedure to include details of contacting Ofsted.(Standard 14)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	request written permission from parents for seeking emergency medical advice or treatment.
14	update the complaints procedure to include the details of contacting Ofsted.
3	devise a system for planning and implementing a suitable range of activities for children aged two to five years, which is appropriate to their stage of development and offers choice and which they are able to access for themselves.
13	expand the child protection policy to include records relating to any

	allegations made against staff.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Piglets Pre-school and Day Nursery is caring and welcoming nursery. Children make generally good progress towards most of the early learning goals. The quality of teaching has significant weaknesses. Staff manage children's behaviour well and encourage independence. Children are interested in learning and enjoy the activities provided in all six areas of learning. However, there needs to be a wider range of practical activities and opportunities, with clear learning outcomes, particularly in the area of creative development. Assessment needs to link more clearly to the areas of learning, and influence future planning, to ensure that children are fulfilling their potential. There are two funded children attending at present who have Special Educational Needs, but none for whom English is an Additional Language. Leadership and management is generally good. The proprietor is also the manager and has influence on the day to day running of the Nursery. The setting needs to continually evaluate their strengths and weaknesses and access help from a teacher/mentor. The partnership with parents is generally good. Staff have good relationships with the parents. Parents are kept informed about their children's progress.

What is being done well?

1. Children's personal, social and emotional development is generally good. They behave well, are independent and keen learners. 2. Children talk confidently and enjoy rhymes and songs. They enjoy sharing books with each other and adults. 3. Children are curious and enjoy using materials for investigating and exploring, designing and making. 4. There is a good partnership with parents, who are kept informed of their children's progress.

What needs to be improved?

1. The range of practical activities and resources in all areas of learning, but particularly programmable toys, to allow children to influence their own learning and make choices. 2. The opportunities for imaginative play and in particular making better use of the Home Corner for role play. 3. The assessment system needs to be linked more closely to future planning to ensure that learning outcomes are clear for all areas of learning.

What has improved since the last inspection?

The nursery have given a high priority to and have increased the programme for maths. A climbing frame has been purchased and sited on a safe surface outside.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are confident and independent. Their behaviour is good. They wait patiently and take turns. Children relate well to adults and to each other. Children are interested in learning. However, they have little choice in the activities they take part in.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children talk confidently to each other and adults. They listen attentively and enjoy rhymes and songs. Children recognise the sounds and shapes of letters and enjoy sharing books with each other and adults. Staff need to make clear the names and sounds of letters and increase the opportunities for emergent writing.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
The children count confidently and recognise numbers to 10. They use everyday activities to discuss how many e.g. how many knives and forks needed at lunch time. However they need to extend this by comparing two numbers and beginning to calculate e.g. how many girls /boys are there at nursery altogether.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are confident in using the basic range of materials and tools available for designing and making. They are curious and enjoy exploring and investigating with the materials available. e.g. sand, water, duplo. Children enjoy watching living things change and grow. They lack opportunities to use IT equipment such as programmable toys.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
The children move confidently and with satisfactory co-ordination. They show an awareness of a range of healthy practices with regard to hygiene. However they need increased opportunities to use a wider range of tools for construction and model making.	
CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children enjoy and have knowledge of simple songs and rhymes. There is a suitable selection of musical instruments and role play equipment. However, opportunities are missed for imaginative play/role play, particularly in the Home Corner. In addition, children are not allowed to access some equipment, such as musical instruments, musical instruments.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION
The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT
1. Increase the range of practical activities and resources in all areas of learning, but particularly programmable toys, to allow children to influence their learning and make choices. 2. Ensure more opportunities for imaginative and role play and in particular make better use of the Home Corner. 3. Develop an assessment system linked to planning to ensure that learning outcomes are clear for all areas of learning.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14: DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.