



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133726

DfES Number: 513060

INSPECTION DETAILS

Inspection Date 24/11/2004
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Pippins Pre-School
Setting Address The Freeman Orchard
Gaveston Road, Harwell
Didcot
Oxfordshire
OX11 0HP

REGISTERED PROVIDER DETAILS

Name The Committee of Little Pippins Pre-School

ORGANISATION DETAILS

Name Little Pippins Pre-School
Address The Freeman Orchard
Gaveston Road
Harwell, Didcot
Oxfordshire
OX11 0HP

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

Little Pippins Pre-School has been open since 1970 and has been operating from its own premises since 1993 in Harwell village in Oxfordshire. A maximum of 22 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 15.00 during term time. The children attend for a variety of sessions. Children have access to a secure enclosed outdoor play area.

There are currently 33 children aged from 2 to 5 years on roll. Of these, 16 children receive funding for nursery education. Children come from the village and surrounding area. The pre-school is currently supporting children with special educational needs and children who speak English as an additional language.

The nursery employs five staff. The play leader and three staff hold appropriate early years qualifications. Two members of staff are working towards a relevant childcare qualification.

How good is the Day Care?

Little Pippins Pre School offers good care for children. Staff provide a rich child centred environment for the children where they feel happy and secure. The staff work well as a team and all contribute to planning and implementing the activities, they provide good opportunities for children to progress in all areas of learning. Most documentation and all policies and procedures are in place and the information given is clear and concise.

Effective deployment of staff provides the children with good support and ensures they are safe. Staff practice evacuation procedures regularly. Staff encourage children to be aware of and follow good health and hygiene practices. Special dietary requirements are observed and staff ensure snack time is a social occasion. There are good child protection procedures in place.

Staff are good role models. They provide a relaxed environment and respond well to

the children's interests. Children respond very well to requests from staff and show care and consideration for each other. Staff provide a positive environment in which children play and learn. The staff has an excellent understanding of the individual needs of the children and know them well. Effective systems are in place to support the welfare and development of children for whom English is an additional language and children with special needs in partnership with parents.

The staff has a good relationship with parents. Systems in place for sharing information about the provision include a variety of media such as newsletters, parent's notice board and daily verbal exchanges.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The setting provides a positive, child centred environment where there are many opportunities for children to play and learn safely.
- Staff support and encourage children to participate in all activities and ensure children are able to do so appropriately for their age and stage of development. Staff take positive steps to meet the children's individual needs in partnership with parents and other relevant parties. Staff know the children well.
- Staff provide good role models. Children respond well to requests from staff, children understand and follow routines promptly. Praise and encouragement is frequently given, staff adopt a positive approach and encourage children to care and share with each other
- Staff give a warm welcome to parents and children, they are greeted on arrival. At departure, staff allow parents time to briefly discuss their child's day. The good relationships between staff and parents helps promote the children's learning, ensuring they meet the children's needs.

What needs to be improved?

- written permission from parents for seeking emergency medical advice or treatment
- procedures to record times of arrival and departure of children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review procedures for registration to record times of arrival and departure of children.
7	Request written permission from parents for seeking emergency medical advice or treatment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Pippins Pre- School provides high quality nursery education, which enables children to make very good progress towards the early learning goals. Children make very good progress in all areas of learning.

The quality of teaching is very good. Staff provide a wide range of learning opportunities for children which builds their confidence. Staff build children's self esteem by giving them appropriate responsibilities. Staff are good role models and children respond to the staffs high expectations of appropriate behaviour. Staff are very effective in their use of questioning to encourage and extend children's thinking. Staff plan realistically in all areas, however, they miss some opportunities to promote all areas of learning through outdoor play. Staff have an effective system for recording children's daily achievements. Very good systems are in place to support children with special educational needs and to support children for whom English is an additional language.

Leadership and management are very good. A strong staff team is in place, which is committed to providing a rich, caring, well planned stimulating environment where children learn through a wide range of activities.

Partnership with parents and carers is very good. This contributes well to the children's learning. Information for parents about the activities and routines is through verbal exchanges and regular correspondence. They share their observations about their child and the staff help parents understand how they can support the children's learning.

What is being done well?

- Children are confident, happy and eager to participate in activities. They are articulate and interact well with staff and each other, expressing personal preferences and making independent choices. Staff work hard to build children's confidence and develop their self-esteem.
- Children demonstrate a very good understanding of the elements of stories, such as sequence of events, and main character. They have good recall and can confidently re-tell stories. Children use pencils with growing co-ordination and can correctly form recognisable letters. Staff offer the older/more able children opportunities to extend their knowledge of the written word, for example by using phonics for spelling and writing simple captions.
- Children use numbers confidently, staff provide opportunities for children to reinforce their knowledge through everyday events such as snack time and through planned activities and resources available.

- The senior management value and appreciate the staff's hard work and dedication. The manager and the staff are committed to improving the care and education for all the children. Training and staff development is encouraged and valued. The provision is able to identify the settings strengths and weaknesses, contributing to continually maintaining and raising standards.

What needs to be improved?

- the planning and development of the outside area to cover all areas of learning.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Relationships between staff and children are very good and children show consideration, sensitivity and support for others. The children are happy, secure and curious, eager to participate in activities. Daily activities provide opportunities for personal independence for example children self-select resources. Children are confident in their interaction with staff and can express themselves well. Children respond very well to the clear expectations for acceptable behaviour.

Staff have ensured that mathematical language is used frequently throughout the day by providing activities to increase opportunities and by raising staff awareness of using mathematical language in everyday events.

Staff have increased their knowledge of the early learning goals through further training and revisiting the curriculum aims, they have reviewed their observation techniques and ensure children's individual needs are provided for when planning.

Through the purchase of resources and increased knowledge of the staff the children are provided with a wider range of cultural experiences through which their knowledge and understanding is increased.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships between staff and children are very good and children show consideration, sensitivity and support for others. The children are happy, secure, curious, and eager to participate in activities. Daily activities provide opportunities for personal independence for example children self-select resources. Children are confident in their interaction with staff and can express themselves well. Children respond very well to the clear expectations for acceptable behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate speakers who engage easily in conversation. Staff provide very good activities to foster language and literacy skills and opportunities are provided for writing for a variety of purposes. Staff's excellent use of questioning encourages children's thinking. Most children are able to write their names and recognise letter sounds. Children treat books with respect and have a good range to choose from, children share books with parents in the home reader scheme.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a developing understanding of numbers, staff provide opportunities to reinforce and develop counting skills and number recognition for children during everyday activities. Children are beginning to develop an understanding of addition and subtraction through games, songs and rhymes. Staff use comparative and positional language to increase children's knowledge. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, such as 'all about me' and daily activities staff develop children's understanding of their own lives and the lives of people around them. Staff make opportunities for children to talk about past and present events. Children talk knowledgeably about their environment and show respect and understanding of the wider world. They are confident in exploring and investigating and have good opportunities to question why things happen and how things work through interest tables.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical skills are developing well, and they have regular opportunities to consolidate skills, balancing and moving over and under equipment. There are daily opportunities to practise fine motor skills. Children's awareness of the space both around themselves and others, indoors and outside is evident in the confident way they move around. Children are developing an awareness of their bodies and health and hygiene issues, they are encouraged to follow good practice.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in adult led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including role play and music. Children have the opportunity to learn new techniques and staff demonstrate and explain activities making sure children know what is expected of them. There are opportunities provided for children to explore and develop individual ideas in art and design using a variety of materials and tools of their choice.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following:
- the planning and development of the outside area to cover all areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.