



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY252321

DfES Number:

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Penny Fisher

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Pepperbox Preschool
Setting Address All Saints School Site
Common Road, Whiteparish
Salisbury
Wiltshire
SP5 2SU

REGISTERED PROVIDER DETAILS

Name The Committee of Pepperbox Preschool 1027721

ORGANISATION DETAILS

Name Pepperbox Preschool
Address School House, Common Road
Whiteparish
Salisbury
Wiltshire
SP5 2SU

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

Pepperbox Pre-school has been registered since January 2003 in the new premises, a mobile classroom, adjacent to the village primary school. It is located in the village of Whiteparish, near Salisbury and Romsey, and serves the local area.

There are currently 22 children aged from three to five years on roll. This includes 11 funded three-year-olds and 11 funded four-year-olds. Children attend for a variety of sessions. As children approach school age they also attend sessions within the primary school. The setting supports children with special educational needs and who speak English as an additional language.

The group opens five days per week, during term times. Morning sessions are from 09.00 to 11.30, afternoon sessions are from 12.30 to 15.00. Mondays, Tuesdays and Fridays are mornings only, and on Wednesday and Thursday children can attend for the whole day.

Four staff work with the children, three of whom are part-time. The supervisor is qualified to NVQ level 3. They have not yet had a visit from the Early Years Development and Childcare Partnership worker.

How good is the Day Care?

Pepperbox Pre-school provides satisfactory care for children.

The group sessions run smoothly and the organisational plan is effective. The supervisor is now qualified to NVQ level 3, but staff members are not yet reaching the minimum staff qualification levels. The environment is attractive and welcoming to both children and parents. The room is well laid out to optimise space and is colourful and inviting. There is a good range of indoor resources. Most regulatory documentation is in place. Parents have access to all policies and procedures, most of which are thorough and informative.

The hall is safe and so is the outside play area to the rear of the school. However,

there is scope to improve the security at the front of the school building. Children are kept safe when on outings. Staff promote good hygiene procedures through regular hand-washing. Children have access to drinking water at all times throughout the sessions and are provided with a drink of milk and biscuit at snack times. The group recognise that all children have individual needs. Staff work to meet these needs effectively, including those of children that have special educational needs. The supervisor is aware of her responsibilities with regard to child protection issues.

Children enjoy a wide range of activities that are helping them to make progress in their development. They are well occupied throughout the session and enjoy warm relationships with the staff members. Behaviour is very good and the children respond well to clear and consistent guidance from the staff. The supervisor ensures that children are given lots of praise and encouragement in order to boost their self-esteem.

Parents are welcomed into the group and feel comfortable within the setting. They are given information about the setting in a full prospectus and kept informed via regular newsletters and termly meetings with their key workers.

What has improved since the last inspection?

At the previous inspection the setting was asked to ensure that the supervisor was qualified to level 3 and that a named deputy was in place.

The supervisor has now successfully completed her NVQ level 3. The named deputy is Diane Dale.

These improvements have enabled the group to meet the required standards in these areas.

What is being done well?

- Behaviour management is good. The children are praised and encouraged regularly. They respond well to consistent strategies from the staff, who have high expectations of them. The children feel secure within the routine of the session.
- There is a good range of indoor resources, which are set out for the children in a well organised way; ensuring that the number of activities available to the children is maximised.
- The hall is bright and welcoming to parents and children. Colourful displays of the children's work, appropriate posters and number and alphabet friezes decorate the room.
- The safety within the hall is of a good standard. Fire drills are practised regularly.
- The individual needs of the children are identified and met, using a range of strategies, which are adapted to suit each child's situation.

What needs to be improved?

- the children's safety with regard to the recording of the administration of medication
- the children's safety with regard to the security of the premises
- the complaints and child protection procedures
- the level of staff qualifications.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

| Std | Action | Date |
|-----|---|------------|
| 7 | Keep a written record of any medicines administered to the children and obtain the parent's signature | 01/05/2004 |

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

| Std | Recommendation |
|-----|---|
| 2 | Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare |
| 6 | Make sure that children are unable to leave the premises unsupervised |
| 12 | Ensure the complaints procedure for parents contains Ofsted contact details |
| 13 | Update the child protection policy in order to ensure that Ofsted are advised of any child protection issues or allegations, as well as Social Services |

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

How effective is the nursery education?

At Pepperbox Pre-school the provision is acceptable and nursery education is of good quality. Children are making generally good progress towards the Early Learning Goals overall. Progress in personal, social and emotional development and mathematical development is very good.

Teaching is generally good. The supervisor has a sound understanding of the Early Learning Goals. Staff set generally appropriate levels of challenge for the children and have high expectations for their progress. The environment is stimulating and well organised. The staff work directly with the children throughout the session. There is a good level of interaction between children and staff. Behaviour management is consistent and effective. There is a good range of indoor resources. The planning is not currently linked to the Early Learning Goals. Although it includes resources and staff deployment, it does not include the learning intentions of the provided activities. Staff currently are developing observation systems in order to ensure children's progress is recorded effectively.

Leadership and management are generally good. The staff and committee work well together. The roles and responsibilities of the committee are clearly noted. Staff are aware of their roles and responsibilities. The aims are implemented in practice. The supervisor and committee demonstrate a commitment to improvement and progress. However, the monitoring of the educational provision is currently informal.

Partnership with parents is generally good. Parents are regularly informed about their children's learning. Meetings between key workers and parents are well attended. Parents are aware that the group keep developmental records on their children, but do not contribute to these, other than through informal discussions with the staff. Parents are welcomed in the setting and are consequently actively involved in their children's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and motivated to learn. They concentrate well on activities that interest them such as puzzles and farm building, and all contribute at circle time.
- Mathematical development is a strength of the setting. Opportunities are given throughout the session for the children to count, use mathematical language and begin to develop calculating skills. Children are learning about shape and pattern through everyday play.
- The interaction between staff and children is good. Children are confident to discuss their ideas and feelings with staff and staff ask questions which encourage the children to think, develop their ideas and extend their

vocabulary.

- Children's behaviour is very good. Staff have realistic but high expectations for the children, which are clearly and consistently explained to the children. Good behaviour is praised and encouraged. Children understand and respond to instructions, are learning good manners, and the impact of their behaviour on others.

What needs to be improved?

- the planning, so that it links to the Early Learning Goals and includes the learning intentions of the activities. This will develop staff's knowledge and understanding of the curriculum, and assist the setting in monitoring it's educational provision
- the assessment system, in order to ensure that staff observations are regularly and consistently recorded. This information can then be used to inform future planning
- the children's opportunities to take part in activities that develop climbing and balancing skills and opportunities to use ICT to develop and support their learning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their parents and carers with confidence. They settle quickly to activities and are able to concentrate well. They demonstrate curiosity and confidence and show trust in their carers. They are able to express their likes and dislikes. They behave very well and take turns patiently. They are developing a sense of community through project work, such as 'village life'.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate effectively using body language and speech and are confident to speak in a group. They are able to communicate their thoughts and ideas to staff and each other. They have good opportunities to link sounds and letters throughout their play. Some children can write their own names, but there are limited opportunities for children to practise writing for different purposes. Children are developing hand-eye co-ordination.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at counting. They use number spontaneously during their play as well as during mathematical activities. Children learn about shape, and older and more able children understand how shapes can be joined to make models. Children have opportunities to explore and make patterns. Children are developing an understanding of calculation through practical activities such as counting boys and girls and then comparing the group sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate living things through project work on the life cycle of the frog. They do craft activities using flowers and leaves and have grown their own potatoes. They have frequent opportunities to discuss their lives, and the area in which they live. They celebrate special events in their own lives and are beginning to learn about other cultures. They do not have opportunities to use ICT to develop and support their play.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and control. They are able to negotiate their way around the hall well and can create intended movements in order to control trikes when playing outside. They enjoy outdoor play and move with pleasure. They are developing an awareness of the link between their body and their health through project work. They currently do not have any opportunities to balance and climb. However, they have frequent opportunities to develop small muscle control using tools.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children use colour regularly and can recognise and name colours. They explore a range of materials whilst completing collages, such as wood shavings and feathers. Children enjoy singing and can sing songs from memory. They especially enjoy action rhymes. Children use their imagination in the role play area and express their ideas through drawing and painting. Some craft activities are rather adult-directed and children's freedom to express their imaginations is then more limited.

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

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: THE KEY ISSUES

- develop the assessment system and use the information gathered about the children to inform future planning
- link the planning to the Early Learning Goals and include learning intentions to develop staff's knowledge and understanding of the curriculum and aid monitoring of the educational provision
- ensure children have opportunities to balance and climb and to use ICT to develop and support their 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.