

Little Pippins Pre-School Greenmeadow

Inspection report for early years provision

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Inspector Susan Harvey

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Pippins Pre-school was re-registered in 2009. It operates within a secure children's centre based at Greenmeadow Primary School Swindon. Children have access to an enclosed outdoor play area. The pre-school is open weekdays from 8.45 to 3.15, term time only.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 43 children aged from two to under five on roll, some in part-time places. The pre-school can support children with special needs and or/disabilities.

The pre-school employs six members of staff, five of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Pippins Pre-school environment is extremely inviting for children to learn through play. Children are very safe and well-behaved. They are generally independent in managing their time in the pre-school and move around the setting confidently. Partnerships with parents, carers and other settings which children attend, is excellent. Children's progress is good, planning is flexible and takes into account the interests and needs of the children. Children are learning through opportunities to independently use outside as an extension to their play, so enabling their individual learning patterns to be encouraged. Staff clearly understand the needs of children and, while the views of parents and children are not formally sought, they are proactive in their capacity to improve, which means that the learning outcomes for all children are maintained.

What steps need to be taken to improve provision further?

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

- further develop opportunities for children to take part in the management of social occasions such as snack time
- further develop a system which will include the views of parents and children in evaluating the setting

The effectiveness of leadership and management of the early years provision

Staff in Pippins Pre-school have a good understanding of the need to protect children from harm. Children are safeguarded by staff who update their knowledge

regarding child protection procedures as well as good arrangements in place to protect children from people who are not vetted. Staff keep children safe on the premises and on outings, such as an autumn walk to the woods, assessing risks and recording the information, which is checked at regular intervals. Policies and procedures are well documented, easy to read and available to parents and carers at all times. Parents are fully aware of the process staff will take in the event of a complaint.

There is a firm partnership and strong communication between staff, parents, relatives and childminders, who care for children after pre-school. This includes a home diary where information about the children's day is recorded for parents to read and make comments. This enables parents to be part of their children's learning. The partnership is well established before children start, through visits by the manager to the children's homes. The value of home visits enables children to meet a member of staff and to be reassured about what to expect on their first day. In response to requests for comments on the service provided by the pre-school, parents say that there is a good bond between staff, their child's keyworker and themselves. Parents feel confident in approaching staff if they have any concerns and welcome the chance to be on the parent rota to help in the pre-school, where possible.

Staff have a good understanding of the Early Years Foundation Stage regulation and requirements and have adopted a system of recording children's progress which suits their style of teaching. There is consistent evidence of children's next steps and small goals being met through observation and assessment of their learning needs. Planning is organised through the interests of the children. Their ideas are instantly used to plan activities. For example, a child's interest in dinosaurs produced a wealth of activities. This included the use of small world dinosaurs to paint different size foot prints with paint, mixing the primary colours together to imitate the colour of the dinosaur and hunting for dinosaurs hidden amongst leaves in a large tray outside. The correct name for the animal is by used by staff to increase children's vocabulary and posters supported the words and the picture. Overall, children are having fun while learning through play.

Resources such as staff, toys and equipment are excellently managed. Children play in a well stocked and inclusive environment. Quality labelling on boxes fitted into shelves enables the children to see what they can choose to play with from the picture on the front of the box, as well as helping them to identify the written word associated with the content. Children have ready access to a comfortable book corner with large cushions to snuggle into while looking at the good range of well kept accessible books. The room is divided into areas for children to use, they are very aware of what is available for them to play with and independently access toys for themselves to use on tables in the centre of the room. Equality and diversity is introduced to the children through a range of festivals which generates activities, books and puzzles. This enables children to learn about the world around them and their place in the community.

Since the last inspection staff and committee have worked very hard to improve. Support from the local authority and self-evaluation of the service the pre-school provides, has enabled them to make great strides in improving outcomes for children. Staff are very keen to improve their professional development through continuous training, not only towards Early Years degrees, but also ongoing attendance at short courses. The self-evaluation is well documented, but lacks the views of children and parents in the overall evaluation of the setting. Staff and

committee of the pre-school have identified areas they wish to further develop. This includes improving the opportunity for children to grow vegetables and flowers in the garden.

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

Children feel safe in the care of staff who are very encouraging with praise and support, so enabling children's self-esteem to develop. Children know the routine of the day and are independent. For example, they pour their own drinks after snack and spontaneously wash up their own cups and plates. Staff prepare snack for the children so there is limited opportunity for children to develop their independence at this time.

Children know exactly what they can play with and where. The outside area is used as an extension to children's choice of where they can play. Toys and resources often mirror what is available inside. An example of this is, outside, a tent with books and cushions inside, allows children to go and sit comfortably while looking at a book. A table with paper on a clipboard, with a choice of pencils, gives children the chance for spontaneous writing. They can use chalks on the ground or a board fixed to the fence and build towers with construction toys. Water and sand give other opportunities for children to learn through playing outside. Children love to spend time creating patterns on the all-weather floor surface outside, they use foam shapes which fit alongside each other making a colourful pattern. Children delight in the result and make sure that staff photographs their efforts.

Staff encourage very good personal hygiene routines with the children. They independently use tissues and dispose of them in the bin provided. They wash their hands after using the bathroom with little prompting and are able to use an apron when involved in messy play. Children readily access their own water bottle when feeling thirsty. They are aware of the need to eat healthy food and take regular exercise and fresh air in order to have a healthy lifestyle. As a result, children are beginning to learn their own bodily wants and needs. Children make good progress in developing their personal qualities. They are able to take responsibility for small tasks; they are well behaved and work harmoniously together in small groups. Children are developing skills for the futures as they are kind and care for each other, take turns and share, as well as through activities such as cooking. They are able to work problems out for themselves through appropriate questioning from staff in order to make them think the problem through. Overall, children have a wonderful time in the pre-school, they are happy and staff are well trained and care well for the children's well-being.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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