

Pipit Pre-School

Inspection report for early years provision

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Inspector Alison Large

Setting address 27 Finch Road, Eastney, Portsmouth, Hampshire, PO4 9LT

Telephone number 07825 842728

Email

Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Pipit Pre-school is one of eight pre-schools managed by Portsmouth Naval Under Fives. It opened nearly 30 years ago and moved to the present premises in 2003. The pre-school operates from a converted ground floor flat in the Eastney area of Portsmouth and primarily serves children from the local naval community, although they also welcome children from the local area. The pre-school is open each weekday during school term times from 9.15 am to 12.15pm, and on Monday, Wednesday and Friday a lunch club is offered and children are able to stay until 12.45pm. Children are able to attend for a variety of sessions. The children have access to a secure enclosed outdoor play area. The pre-school is registered to provide care for a maximum of 14 children in the early years age group at any one time. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 18 children in the early years age group on roll. The pre-school is able to support a number of children with special educational needs, and also children who speak English as an additional language. The pre-school employs four staff, three of which are suitably qualified to work with the children, and two staff are working towards a qualification. The setting receives support from the Portsmouth Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are well met overall. They are happy and settled and enjoy their time at the pre-school, making good progress in their learning. They have easy access to a wide range of resources and many are confident and have high self-esteem. The pre-school provides a bright and child friendly area for children to play and learn. The pre-school has met the recommendations set at the last inspection to enable continuous improvement to take place. They have started evaluating and monitoring the provision to identify their strengths and any areas to develop. Consequently the setting shows good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure the good health of the children is promoted and the necessary steps taken to prevent the spread of infection, with particular regard to nappy changing procedures
- review the systems of observation and assessment to fully support children's learning and development

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Safeguarding children is prioritised. Recruitment procedures are robust and ensure that all staff are suitable to work with children. Staff have a clear understanding of safeguarding children. They have a good understanding of child protection issues and ensure children are well supervised at all times. A good range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are well met. Risk assessments are in place and all staff are aware of their roles and responsibilities. Any accidents or administration of medication is appropriately recorded and staff are aware of any health or dietary issues children may have. Children are provided with an inclusive environment and learn about valuing each others differences.

Children benefit from the successful partnership between the staff and parents. Parents report they are extremely happy with the care offered to their children and they felt staff were approachable, supportive and they knew who their child's key person was. Parents are kept well informed about their children's routines via information displayed on notice boards, newsletters and daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. Systems to monitor and evaluate the effectiveness of the setting have been started but are not yet fully in place. Wider partnerships are well supported. For example, children with speech and language difficulties are well supported. Children are learning about wider society and differences through using resources that show positive images of diversity such as books and role play resources.

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

Children are happy and settled in the pre-school and are able to freely access a wide range of resources and activities. The pre-school offers a welcoming environment to the children and they quickly settle into the routines of the morning. Equality and diversity are promoted well. Staff provide good support and interaction during activities and are developing a good working knowledge of the Early Years Foundation Stage. Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. During creative play, they are able to experiment with the texture of dough and enjoy other art and craft activities. Staff use information from parents and their own observations of children's progress to identify each child's learning needs. Observations and

assessments are recorded for each child but the system is quite complicated This is being reviewed and simplified to support and provide for all children's interests and the next steps in their learning. Younger children are becoming confident and good staff support helps them settle.

Effective measures ensure that children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, such as running indoors. Children's health is generally well promoted. They make a good and positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilet or preparing to have their snack, and access tissues to wipe their own noses, putting the tissue in the bin provided. This results in children being confident and learning self-care skills. However, staff do not always follow their hygiene procedures for nappy changing which does not minimise the risk of cross infection. Children talk about keeping themselves safe as all staff and children take part in fire drills to ensure the safe evacuation of the building. Children are learning to share and take turns and some are good at helping to tidy toys away before getting others out. They behave well and respond to reminders from staff. Many are developing their independence and can take themselves to the toilet or put on their own coats before going outside. They have opportunities to recognise their own names when they self register and enjoy mark making activities. Children are beginning to count and learn about growing things as they plant their bulbs and water them. They develop their physical skills as they run around the garden and ride on the wheeled toys. They use their imaginations well as they play in the role-play room. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

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	2
The effectiveness with which the setting deploys resources	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met