

Pippins Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Pippins Nursery is a community run setting which is managed by a voluntary committee of parents. It opened in 1992 and operates from two rooms within Hanbury village hall. The nursery is situated close to the village centre, with children attending from Hanbury village and the surrounding areas of Bromsgrove and Droitwich. It is open four days a week during term time only. Sessions are from 9:15 am to 2:30 pm on Monday and Wednesday and from 9:15 am to 12:15 pm on Tuesday and Friday. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. There are currently 31 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children with special education needs.

There are 4 members of staff, two of whom hold appropriate early years qualifications to at least NVQ level 3. One member of staff is a qualified teacher. The setting provides funded early education to three and four-year-olds and receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All aspects of children's welfare, learning and development are good. Children are safe, making friends and developing well. They have positive attitudes, are curious and interested and develop good skills for the future. Outside learning is a particular strength and fully supports children in learning practical life-skills and important health and safety messages. Staff work closely with parents and collaboratively with others to ensure that children's experiences are both positive and rewarding. Leadership and management are focused on providing good quality care and early education, and monitoring and evaluation are used well.

What steps need to be taken to improve provision further?

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

- review and extend the range of indoor activities designed to encourage children to explore, test things out and use trial and error.

The effectiveness of leadership and management of the early years provision

Effective safeguarding processes are used well to ensure staff have appropriate training, understand their roles and responsibilities and are confident in carrying these out. Systems for vetting staff are effective and reflect up-to-date guidance. Staff work closely with parents to protect children and gain relevant information about such things as access, collection and living arrangements. Safety checks and risk assessments are robust and include ensuring children do not come into contact with anything they may be allergic to. All required policies and procedures, including those for safeguarding, are up-to-date and there are clear systems for important practices such as administering medicines.

Leadership and management are strong and this underpins the clear improvements already made, and those planned for the future. Monitoring and evaluation is used well and the nursery sets realistic targets for improvement. Consultations with parents about the quality of practice on a day to day basis are good, and some parents are involved in the group's management committee. There is a clear sense of teamwork amongst staff. They work together well, support each other and have high levels of experience. Staff evaluate their own practice regularly to consider how well they support children and regular training opportunities are attended. These ensure staff are able to constantly update their knowledge and keep abreast of new ways of working. For example, staff use puppets, signs and pictures to support children's communication skills as a result of recent training.

Staff value children's ideas and views, spend time interacting with them and help children to develop strong social skills. They have a clear knowledge of each child's background and needs and use the outside learning area particularly well to support the different learning styles of boys as well as girls. Staff develop close relationships with children's families and effective links with other professionals. This ensures the nursery is able to play its part in ensuring that children can get the help and support they need, and eases children's move to other settings or into full time education. The nursery is highly regarded by parents who comment positively about the quality of its work. They praise the staff, the family atmosphere created and how they are kept well informed. Parents highlight the nursery's rural location and outdoor areas as being real strengths. They recognise how well their children are prepared for school and see their ability to join in with the nursery's management committee, or during sessions, as a particular advantage.

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

Children make good progress and are eager to take on new challenges. They arrive enthusiastically, settle quickly and behave well. Children are quick to share what they know and confidently join in with the nursery's early morning routines. For example, they independently put their bottles of water on a table and place the

things they have brought from home in the 'show and tell' box. Imaginative learning opportunities allow each child to develop and grow at their own pace and staff understand the importance of interacting with and supporting children as they play. Staff learn as much as they can about the children in their care and work closely with their parents. They use observation and assessment well to identify what children can do, and to plan to help them move forward.

Children play well on their own and make friends with other children from different backgrounds. They sit attentively for registration and are learning to resolve situations for themselves. Four-year-olds show strong communication skills, and all children are able to express themselves well at circle time and through their imaginary play, songs and rhymes. Children's early reading and writing skills are supported well and some four-year-olds can write their own name. Numbers and counting are threaded through all children's experiences and they develop their problem solving skills as they play with puzzles and build and construct. Simple counting games and songs are used well. For example, children sing a song about different shapes such as squares, triangles and stars and make the shapes with their fingers. Outside areas, such as the field and nursery garden, add richness to children's learning and are used widely to encourage children to be curious and experiment. For example, they use a range of gardening tools, observe insects, animals and plants and work with different materials such as sand and dirt. These outdoor experiences are particularly effective in supporting the learning fascinations of boys; although there is room to do more to support children's exploration skills when they play indoors.

Children enjoy good health because they learn about healthy living, enjoy being active and are developing positive attitudes towards healthy eating. For example, they bring in fresh fruit from home to enjoy as part of their snacks each day and make the most of the nursery's outdoor areas to develop their physical skills. Strong messages about the importance of food are learnt as children help to plant, tend and harvest their own crops; such as cress and beans. They confidently and safely use wheelbarrows and tools; such as rakes and spades. Interesting topics about growth and life-cycles builds on and extends these experiences, and ensures that children know the things they need to do to grow big and strong. Children feel safe to develop independent choices, are praised and so gain confidence in their own abilities. Clear safety rules and good levels of supervision teach children to stay safe, look after themselves and others. For example, they know to keep spades pointing to the ground when digging and to consider if things are slippery or uneven before they climb or balance.

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

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| 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

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|--|---|
| 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

| | |
|--|---|
| 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

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| 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 | 2 |
| 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

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