

# Pillowell Early Years Group

Inspection report for early years provision

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<b>Unique reference number</b>	101716
<b>Inspection date</b>	19/05/2011
<b>Inspector</b>	Gail Robertson
<b>Setting address</b>	Pillowell School, School Road, Pillowell, Nr Lydney, Gloucestershire, GL15 4QT
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<b>Email</b>	
<b>Type of setting</b>	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

Pillowell Under Fives is managed by a voluntary committee, made up of parents of children who attend the setting. It has been open since approximately 1991 and registered since 1994. It operates from a adapted room in Pillowell Community Primary School in Pillowell, Gloucestershire. Children have access to the hall, cookery room, playground, outdoor classroom, garden areas and infant toilets. There is disabled access to all parts except for the hall where there is one step to negotiate.

The setting is open Monday from 9am to 3pm including lunchtime and Tuesday through to Friday 9am to 12 noon. It is open term time only. Full day care is offered when numbers allow. Children with special educational need and/ or difficulties are welcomed. Children come from the local village and the surrounding rural community.

It registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and can take 12 children from the age of two years. There are 18 children on roll of these, 13 are funded three and four year old children.

There are three member of staff members who work with the children. All hold appropriate early years qualifications. The setting has links with the host school Children's Centre, other providers of early years education and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where children are safe. Visitors are always welcomed. Children make good progress as staff plan interesting activities that meets their needs, although new technology is not always available for children to experience. This is an inclusive setting where every child is acknowledged and supported. The leadership is committed to continual improvement. Links with parents and other providers is strong.

## What steps need to be taken to improve provision further?

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

- improve the systems in place to verify the identity of all visitors to ensure it is consistently robust
- increase opportunities for children to find out about and identify the uses of everyday technology within the programme of activities.

## **The effectiveness of leadership and management of the early years provision**

Staff understand the procedure to follow if they have any concerns about a child's welfare or safety. Records, policies and procedures are regularly checked and reviewed by the committee and manager. These are shared with staff and made available for parents. A daily safety check is made before the session begins to make sure children are safe. Children are closely supervised and staff look out for potential hazards when children move through the school and the outside play areas. Systems in place to verify the identity of visitors include a record of all those on the premises. Although this is mostly effective, the identity of some visitors is not always checked. Thorough risk assessments are in place, particularly those concerning visits out of the setting such as a forest walk or into the village looking for signs of spring.

Staff work effectively as a strong team and work well to improve their practice to benefit the children in their care and improve the setting. All the recommendations from the last report are firmly in place. The manager knows the setting well, and she works with the committee to produce an effective action plan of improvement and development. Parent's views are sought and their involvement is encouraged and valued. The children are asked for their views and opinions so all those involved in the setting contribute to the evaluation. Managers review all the information and where possible successfully implement changes, such as providing parents with more detailed information about their children's achievements.

The setting is well organised inside. It is a busy room with attractive displays of children's work such as the paintings of 'A wet day.' Staff encourage children to look at each other's work and to feel a sense of achievement. The setting makes the best of the outside area. Children go to the school hall for physical activities and play in the school playground, once the school playtime has finished. Staff go that extra mile to ensure children do not miss out on learning in the outdoor environment. They take the children on forest walks and let them explore nature. There are good quality resources in plentiful supply organised at children's height to encourage independence. These include technology equipment, but this is not always available for children to use.

This is an inclusive setting where all children and adults are fully respected and their differences are celebrated. Children's behaviour is managed very effectively by staff, who successfully intervene to help resolve minor disputes when necessary. Staff help children to talk through the issues and understand what they need to do next. Staff are skilled at helping children to understand and respect cultural differences so that children play in harmony.

Parents know their child's key worker and what goes on in the setting. Partnerships with other providers of early years education is strong. This ensures children who attend more than one setting are well supported. The links with the host school gives children who move on into the Reception class confidence and makes sure they have a smooth transfer.

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

A good range of activities and experiences to support children's learning and development are carefully planned across all areas of learning. Children really enjoy these opportunities and soon become engrossed in their play and work. They make good progress from their starting points. For example, all children love reading and books. The younger children ask staff to read stories to them and help to turn the pages correctly. The older children enjoy pouring over books and 'telling the story'. They are confident and begin to read for themselves. Some of the older children try to write words they have seen and competently use the magnetic letters to make up words such as 'love'. Topics are planned to cover all areas of learning and to ensure that the needs and interests of the children are met. Assessment opportunities are clearly identified. Staff write a summary of children's progress each term. This includes a identification of the next steps in the children's learning to maintain the children's rate of progress. Staff consistently ask children open- ended questions encouraging them to think for themselves and to problem solve.

The daily routine is a balance of adult-led activities and tasks that children can choose. Children independently go to the drawers to take out cars and jigsaws and help clear away after themselves. Children know when they need help and they seek out the adults to support them. They do not have access to the computers daily as this not planned for.

Children's behaviour is good because they know what staff expect of them. Older children act as good role models for the younger and develop positive caring relationships. Children and staff build warm relationship. Children who have special educational needs and/or difficulties are well supported and make good progress because of the good individual education plans in place.

The setting routines are well known so children feel extremely relaxed and safe here. Children share equipment and ask if they need something extra. They enjoy caring for the pet fish and call out 'hello spotty'. Children are introduced to different cultures and traditions in a sensitive way. To celebrate Chinese New Year, they try prawn crackers at snack time and practice using chopsticks. The role play area is turned into a Buddhist Temple and children learn to respect the stillness and quietness of the place.

Children are fully aware of healthy lifestyles; they engage in a range of physical activities such as playing bat and ball. They have access to a drink throughout the session and become independent in their self care skills, wash their hands before a snack and after going to the toilet. They love being active in the hall and playground playing ball games and being challenged on the setting indoor climbing equipment.

Children make a good contribution to the smooth daily running of the setting because they are learning to be responsible, and considerate while having an enjoyable time.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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