

# Pippins Playgroup

Inspection report for early years provision

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**Unique reference number**

511676

**Inspection date**

23/05/2011

**Inspector**

Lynne Lewington

**Setting address**

Memorial Hall, Appleshaw, Andover, Hampshire, SP11 9AA

**Telephone number**

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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).

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 Pre-school opened in 1996, and is a registered charity managed by a parent committee. It operates from the village hall in Appleshaw, a small village near Andover. The pre-school has access to a large hall with a veranda outside and the adjacent playing field. The pre-school serves a wide geographical area.

The setting is registered on the Early Years Register to care for a maximum of 26 children. There are currently 46 children from two years nine months to under five years on roll. This includes 27 funded children.

Children attend a variety of sessions a week. The preschool supports children with learning difficulties/disabilities and those who speak English as an additional language.

The pre-school opens five mornings a week during school term time only. On Monday and Thursday the setting is open 9.15am to 3pm. On Tuesdays, Wednesday and Friday they are open 9.15am to 1.15pm.

There are six part-time staff members working with the children. Of these, five have Early Years qualifications to National Vocational Qualification Level three, and one has level four.

The setting receives support from a teacher mentor, by attending meetings with local schools and pre-schools, and from the Area Special Educational Needs Co-ordinator from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are exceptionally self confident and happy in this interesting rural preschool. Staff get to know the children well through daily communication with parents enabling them to understand individual needs and work in partnership for the child's benefit. Comprehensive self evaluation indicates the settings commitment to providing an ever developing high quality provision, although some aspects of safeguarding require improvement.

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

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

- undertake regular fire drills and record details in a fire log book of any problems encountered and how they were resolved

- improve observational assessment to inform planning for every child's continuing development through play based activities

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

Staff demonstrate a clear awareness of the signs and symptoms of abuse and the action they would take if they were concerned about a child in the setting. A clear safeguarding policy is in place which is shared with parents along with other safeguarding information on the notice board ensuring parents understand the settings role in safeguarding. Suitable systems are in place to ensure the security of the premises. Staff are aware of the fire evacuation procedure although it has not been undertaken this year to ensure staff and children can swiftly and safely evacuate the premises in an emergency. Appropriate measures are in place to ensure the staff are suitable to work with young children although records of these checks are not easily accessed at inspection. Staff risk assess the setting and activities ensuring safety is suitably considered at all times. Children independently access a wide range of age appropriate good quality toys resources both in the hall and on the porch which encourage their interests and development. Toys are stored in low level cupboards labelled with pictures enabling easy identification of resources.

Parents speak exceptionally highly of this provision. They comment on the staffs enthusiasm and commitment to the children and the interesting experiences and activities the children undertake. Regular newsletters, face to face conversations and access to children's records ensure they are kept well informed about activities and children's progress. Parents enjoy the many good quality photographs of the children undertaking their activities that are displayed enabling them to develop a good understanding of the activities children undertake. Parents form the committee, help with fund raising and can help in the setting enabling good relationships to develop. Good working partnerships are formed with the local school encouraging smooth transitions to school and effective information sharing. Children meet local people who share their knowledge and skills increasing the children's awareness of their local community.

Staff recognise that families are different and they welcome all to the setting. Careful information gathering and settling in routines enable the staff to get to know both parents and children well ensuring a service which recognises their individuality. Staff seek help and advice when they feel children need additional help and work sensitively with parents. The resources and plans indicate children learn about the wider world through their activities and books. A wide range of high quality fact and fiction books are easily accessible and clearly displayed depicting a diverse society.

Self evaluation is an ongoing aspect of this provision where they evaluate the environment and activities routinely enabling identification of what is successful and what needs improvement. Regular team meetings provide opportunities for the staff to discuss and plan appropriate learning opportunities relevant to the

children's interest and current affairs. The staff are not afraid to try new ideas and use their staff meetings to review and develop. Staff undertake training opportunities and share their knowledge helping the setting to provide a varied and interesting environment.

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

Children clearly feel safe as they demonstrate a high level of confidence as they separate confidently from their parents, move around the setting, and inform the visitor of safety measures when they go on an outing to the play park. Staff encourage children to think about their safety as they go about their activities both indoors and out. For example, in the play park children know why they must not run in front of the swings and remind each other. Children are developing a high level of awareness of sensible hygiene routines. A nose blowing station encourages children to use a tissue, dispose of it in the bin and clean their hands with hand cleanser. This attractively presented station has a mirror for children to check their noses are clean and clearly helps children to develop their self care skills well as it is frequently used. Children benefit from the daily outdoor activities in the fresh air and the opportunities to develop their large physical skills in the play park as they climb and balance on beams. A snack cafe enables children to independently decide when to break from their play to eat a healthy snack. Snack and lunchtime are both social relaxed happy occasions where children sit in small groups with an adult to enjoy their food. The organisation of the setting and activities provides the children with space and opportunities for quiet times and more physical play in addition to stimulating activities.

The setting provides a range of learning opportunities each day in familiar areas enabling children to easily access the resources they like. They make use of the attractive book area independently as they sit quietly on cushions to look at books or share a story with an adult. The broad variety of good quality fact and fiction books are well used and attractively displayed encouraging children's interest and enjoyment. Children have many opportunities to make marks using a variety of pens, pencils and pens. They also enjoy mark making using a sand and light box. These simple activities develop fine control in preparation for writing. Many children confidently recognise their own names as they self register and some identify the letters of their name on the computer indicating their increasing awareness of the written word. At the snack cafe, the children have a menu with pictures, words and numbers relating to what is available for snack. They look and identify what is available and how many items they can have. This daily opportunity helps them to recognise words and numbers. Clear photographs around the setting show the children undertaking a variety of interesting activities. For example they are pictured examining a large fish, demonstrating great curiosity and interest. Some children delight in confidently explaining what is happening in the photographs and identify themselves and friends. Opportunities to develop awareness of size, position, quantity and shape are well integrated into the daily play opportunities. The children enjoy puzzles, count their playmates and seats at the table and recognise numbers on the menu. As they use the dough

children make shapes and talk about size. A child's discovery of flicking dough with the scales is watched with interest by playmates who have lots of fun experimenting to copy the action. Children dress up and act out imaginary and real life experiences using the many attractive costumes available to them. A popular musical is a current favourite as they dress up and dance developing their abilities to express themselves through the music. Staff plan activities and experiences taking into account children's interests and current events. This helps to ensure that children's interests are acknowledged and extended and they also learn about topical current events. Staff encourage the children to use good manners, to share and take turns through their own good example and gentle reminders

Development is carefully monitored ensuring each child is making good progress however some records lack developmental information across each area of learning. Regular discussion with parents helps to ensure a strong partnership where everyone works together to benefit the child. Staff appropriately seek advice and work with other professionals where necessary to promote children's development. Consequently children progress well.

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