

# Little Pickles Pre School

Inspection report for early years provision

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**Unique reference number**

EY412631

**Inspection date**

29/06/2011

**Inspector**

Melanie Arnold

**Setting address**

Branston C of E Infant School, Beech Road, Branston,  
LINCOLN, LN4 1PR

**Telephone number**

01522 793112

**Email**

info@little-pickles.com

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Pickles Pre-School is committee-run and was last registered in 2010 from new premises which are situated in Branston Infant School. The setting previously ran from the local village hall for over forty years. Children are cared for in one main room where toilet facilities are available for use. There is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible.

The pre-school opens Monday to Friday during school term times from 9am to 3.05pm. Children can also attend for morning sessions from 9am to 12pm or afternoon sessions from 12.05pm to 3.05pm. A maximum of 24 children aged from two to under eight years may attend the pre-school at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds and supports children with English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs eight members of childcare staff. Of these, the manager holds qualified teacher status in early years, four staff hold appropriate early years qualifications at Level 3, one member of staff holds a qualification at Level 2 and one member of staff is working towards a qualification at Level 3. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children's individuality is respected and valued by the caring staff team as partnership working in the wider context is good. This enables every child to achieve to their full potential. Mainly good systems and practices throughout the nursery are used effectively by staff to safeguard children and promote their welfare, learning and development. The setting fully monitors their practice and procedures through a comprehensive system of self-evaluation, which leads to continuous improvements.

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

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

- develop further the opportunities to link the indoor and outdoor environments so that children can move freely between the two
- ensure children's linguistic diversity is fully valued and provide opportunities for children to develop and use their home language in their play and learning.

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

Children are cared for in a safe, secure setting where resources are organised effectively to create an accessible environment where children learn through play. Leadership and management is strong as the committee and manager are well aware of their roles and responsibilities. Everyone works effectively together with a shared vision of improving outcomes for children. The dedicated staff team are committed to developing their skills and knowledge through ongoing training, which creates an experienced staff team. This impacts positively on the children as they feel confident and settled in the setting. Effective policies and procedures are in place to safeguard children. For example, robust recruitment, vetting and induction procedures are used to ensure the suitability of staff and clear risk assessment procedures ensure the identification and minimisation of potential hazards. Children are further protected from potential harm through staff's good knowledge of child protection procedures. All required records, policies and procedures are in place and clearly completed with necessary information. They are fully understood and effectively implemented to ensure children's health and safety is maintained. The setting continually evaluates their practice and procedures, and since moving to their new setting they have identified and made changes where necessary. This has resulted in improved outcomes for children. The rigorous system of self-evaluation, which ascertains the views of all users, promotes a culture of self-reflection where clear targets for further improvement are continually set.

Inclusive practice is promoted throughout the nursery. Staff act as positive role models, helping children to learn to value everyone as an unique individual. Systems are in place to support children with special educational needs and/or learning disabilities. The setting works well with outside agencies to ensure every child receives the targeted support they need to meet their needs and to enable them to make progress. Children's backgrounds and beliefs are respected and valued, with parents and carers invited into the setting to share their first-hand experiences of different cultural and religious traditions and festivals. Children with English as an additional language are fully integrated into the setting. However, although the setting does have some resources reflecting children's differing home languages, these are not freely accessible and therefore children are unable to use them in their play and learning. Clear policies and procedures promote equality of opportunity and ensure discrimination is actively challenged. The setting are aware of the differences between how boys and girls learn and develop. They identified their resources and activities to provide challenging experiences for boys were lacking. They therefore made improvements to enhance boys learning experiences by using their specific interests to create an exciting construction, digging and work area outside. Although the area is available to all children, it has proved popular with the boys, who are now fully challenged as they learn through play. Partnership working in the wider context is good, which promotes continuity of care and learning for every child. Clear information is continually shared and exchanged to ensure children's individual needs are met and to enable them to make progress from their specific starting points. Robust systems are in place to keep parents well informed of their children's care, learning and development.

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

Children happily arrive at the setting and separate from their main carers with ease. They show confidence in their surroundings as they freely access the well-maintained, developmentally appropriate toys and resources. The indoor and outdoor environment are organised effectively to provide children with opportunities to access resources covering all areas of learning. However, children have set times to play outside and although the outside area is directly accessible from the setting, children are prevented from freely moving between indoor and outdoor play. This results in the experiences for some children being limited as they either have to rush to complete activities as it is their time to play outside or they are prevented from going outside to access an activity because it is not their time to go out. Clear systems are in place to protect children's health and safety. For example, the setting is securely maintained and supervision of children is good. Effective health and hygiene routines are implemented and a clear illness policy helps to minimise the risk of cross-infection. The setting promotes healthy eating and provides children with a range of healthy options at snack time. Children also learn to plant and care for their own vegetables in the outside area, which further promotes their understanding of healthy eating. They water the vegetables, observe them growing and measure them to see which ones are the biggest and which are the smallest. Children then enjoy eating the vegetables they have grown. Children bring their own packed lunch from home if they stay for dinner and staff sit with them during meal and snack times, which promotes good social skills and communication. Drinks are freely accessible to children, enabling them to get a drink when they are thirsty to meet their needs. Children actively learn to be healthy and stay safe as they develop effective practices through the daily routine. For example, children play safely as staff help them to learn and respect clear boundaries, they learn how to evacuate the nursery quickly and safely when they practice the fire drill and they develop good hand washing practices as part of the daily routine.

Children make good progress towards the early learning goals. They enjoy participating in an interesting range of hands-on learning experiences delivered through indoor and outdoor play. Clear planning, observation and assessment systems are in place to support children's learning. They are used effectively to monitor children's progress to ensure every child is reaching their full potential. Planning is based on children's next steps for learning and their interests. Learning and activities are purposeful and developmentally appropriate as staff plan for their key group of children. Children have fun as they work together to complete a puzzle. They are further challenged when staff ask them to identify any rhyming pictures and words within the puzzle. Children with English as an additional language are fully supported during the activity as they are encouraged to repeat the words associated with the pictures on the puzzle. Children sit and listen intently to stories and they recall and sing songs from memory, with each experience made more interesting through the use of visual aids. Mark making resources are freely accessible and during activities children are encouraged to attempt to write their own names. Some children are independently beginning to

write recognisable letters or their complete name, while others are supported as they attempt to copy their name. Children have fun learning about the life cycle of butterflies, as a butterfly enclosure net within the setting has enabled them to closely observe this process. Children are encouraged to count and to identify and recognise numbers during the daily routine and activities. The cars and ride-on toys in the outside area are numbered with identical numbers positioned on the fence. This provides opportunities for children to identify and match specific numbers through informal, fun activities. Children's interest and use of technological resources is promoted as they freely access the computer inside or use metal detectors outside when exploring the sand. Children's behaviour is predominantly good as they are well stimulated and because staff offer regular praise and encouragement. Children enjoy working together and playing cooperatively with their peers. For example, a small group of children enjoy playing and digging in the mud. They transfer the mud to a container, freely access water from the water butt and mix this together as they explain they are making cement. Another group of children have great fun working together making a very big train track. The children solve problems when they work out why the track will not join together, swapping a straight piece of track for a curved piece, which then enables them to fix the track together.

## 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	3
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