

Pepper Pot Bathford Pre School

Inspection report for early years provision

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Inspector Barbara Walters

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Pepperpot Pre-school has been operating from their current premises since 2001 and is committee run. It operates from a purpose built building in its own grounds, adjacent to the village school. Children have access to all areas of the building and an enclosed outdoor play area. The pre-school is open from 9.15am to 11.45pm each weekday morning and from 12.30pm to 3.00pm on a Monday, Wednesday and Thursday. The pre-school, serves the community of Bathford, situated on the edge of Bath.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 24 children aged two to five years of age may attend the pre-school at any one time. There are currently 28 children on roll. Children aged three and four years receive funding for free early education. The pre-school supports children with special education needs and/or disabilities. There are five regular members of staff who work with the children, all have an early years qualification. In addition there is a temporary member of staff who has a teaching qualification and three regular volunteers who support the pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met suitably as staff ensure they are happy and relaxed. An interesting range of activities help children make good progress in their learning and development. The friendly partnership with parents and carers is effective in sharing information to ensure each child's needs are met. Children's safety is generally promoted well. There are suitable systems in place to evaluate the strengths of the provision, however, these have not identified key areas of weaknesses for improvement. Therefore, there are some breaches of legal requirements with regard to safeguarding. Recommendations from the last inspection have been addressed and the pre-school demonstrates a suitable capacity to maintain improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure s there is at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) 30/09/2011
- carry out a risk assessment for each type of outing, which includes an assessment of the required 06/10/2011

adult:child ratios. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare).

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

- update staff's understanding of child protection issues and how to implement the safeguarding children policy and procedure.

The effectiveness of leadership and management of the early years provision

An experienced staff team provide a positive atmosphere and welcoming environment for children. In general, appropriate systems are in place to help ensure children's welfare. The pre-school understands its role in child protection and the required documents are in place to support children's welfare. Staff have a suitable knowledge of child protection issues, and know how to implement the safeguarding children policy and procedure appropriately. However, they have not updated their understanding of this through attending recent training. All staff and regular volunteers are checked and visitors to the setting are recorded, along with their hours of attendance. Minor accidents are suitably recorded and shared with parents. Three children at a time go on outings to the local shop. However, this outing is not risk assessed fully and children are not accompanied by an adult who has a paediatric first aid certificate. These are breaches of legal requirements. The impact on children is not significant as the shops are in short distance of the pre-school. Space is used effectively so that children can explore and move freely in the welcoming, child-friendly environment. Staff use this effectively to maximise play opportunities and meet children's needs. A stimulating outdoor play area offers a range of exciting activities that support children's learning and development. Quality toys and resources, including a range of natural materials, are laid out on offer for children to self-select, which supports their growing independence.

The pre-school is committed to evaluating their practice and have continuing plans to bring about further improvements to the provision. Staff and committee members have been involved in the self-evaluation to help identify areas for improvement. However, this has not been successful in identifying key areas for priority improvement. A risk assessment has recently been introduced to review the pre-school and identify any potential risks. Staff are successful in providing a service that is inclusive for all children as they have an understanding of each child's backgrounds and needs and actively encourage all children to take part in activities. Children begin to adopt a positive attitude to people's differences through resources which promote diversity.

A thoughtful partnership with parents contributes significantly to children's well-being. Information is shared on a daily basis and staff use a chalk board to give parents an overview of the activities that the children have enjoyed. Issues from parents' questionnaires are immediately acted upon and parents are kept well

informed through regular informative newsletters. Parents contribute to their children's learning by completing a 'wow star' for achievements they have made at home. The group is proactive in forming links with other professional agencies and make themselves known to other settings who share the care of children, to support children in their care and learning.

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

Children enjoy their time in the pre-school and are keen to learn. They take part in a range of activities and respond positively to the staff's encouragement and support. An effective planning system helps support all children in making steady progress and helps staff identify any gaps in their learning. All children are eager to participate in the activities on offer that are suitable for their stage of development. For example, children use their imaginations and express themselves in the home corner based on their own experiences at home. They are serious in their play and use toy tools to fix walls and shelves. They explore the egg timers with curiosity, watching the sand flow and confidently explain the time it will take. Children consider each other well by sharing their toys with their friends and staff offer warm praise for their consideration. This boosts their self-esteem and respect for each other. Children use a variety of materials to help them create and explore texture. For example, they make their own crowns with feathers, grasses and leaves of different colours and size. Children delightfully join in singing familiar songs and listen well to stories, joining in discussions about the characters in the book.

Children are keen to use the well resourced outdoor play area that offers them freedom to explore in different ways. They show an interest in how the water flows down the piping and investigate how much they need to send the toy boat to the bottom. They confidently use the wheeled cars and bikes, negotiating well with their friends to pass each other. Children develop their physical skills and move freely and with confidence when they crawl through the tunnel, climb up and down the slide and balance on the wooden posts. Children's awareness of the local community is developed well through visits to their neighbours' to pick blackberries, look at the chickens and when going on local walks to collect conkers.

Children are developing a secure understanding of making healthy choices in the food they eat by helping to choose and prepare the fruit when they are special helper for the day. They all take part in discussing the different fruits at circle time and share their likes and dislikes. They all join in singing songs about washing hands to help them to appreciate the need for good hygiene routines. Children develop a suitable understanding about how to keep themselves safe through encouragement from staff to help tidy away their toys to avoid others tripping. They play co-operatively together and respond well to the expectations of staff. For example, children know to sit quietly and listen when staff are speaking.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	3
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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