

Pippins at Hope Brook

Inspection report for early years provision

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Inspector

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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*.

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 at Hope Brook has been established for many years and re-registered in 2011 under the governance of the on-site school. It is located within the grounds of Hope Brooke Church of England Primary School in Longhope, Gloucestershire. The provision operates from a purpose-built single storey building. A fully enclosed garden is available for outdoor play. Children have supervised access to the school's playground, playing fields and other facilities. Children attend from the local community and surrounding areas.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 26 children under eight at any one time, all of whom may be in the early years age range. It is currently caring for 26 children in the early years age range. The provision supports children with special educational needs and/or disabilities.

The provision operates from Monday to Friday during school term times. A breakfast club is available from 8.00am until 8.45am. Main sessions operate from 9.00am until 3.00pm. An after-school club is available until 6.00pm. The provision is in receipt of funding for the provision of free early education for children aged two, three and four-years-old. It has close links in place with the on-site school and other local early years settings. Staff follow 'The Bristol Standards' quality assurance scheme. The provision employs four staff, all of whom hold level 3 early years qualifications. Staff receive close support from the school's head teacher and reception teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this safe and very nurturing environment. A wide range of attractive resources is available to support most aspects of learning on a daily basis. Positive partnerships with parents, exemplary partnerships with outside agencies and other professionals, help staff to meet children's individual needs very well. As a result, children are making good progress in their learning and development. Staff have plans in place to continuously improve their practice and are generally effective in seeking the views of parents and children.

What steps need to be taken to improve provision further?

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

- extend opportunities for writing during role-play and other activities on a daily basis

- extend opportunities for parents to share their views on the care and education provided, in order to further contribute to the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children procedures and all attend regular training. They are familiar with the possible symptoms of children at risk and know what to do if they have concerns. Robust vetting procedures effectively assess the suitability of staff to work with children. A strong commitment to ongoing training ensures that all staff hold early years qualifications, as well as food hygiene and first aid certificates. As a result, children receive good quality care and education.

Effective risk assessments and daily safety checks provide a secure and child-friendly environment. Staff supervise children closely, particularly when visitors are present, such as workers fitting new blinds to the windows. Staff make good use of their brand-new building, which they helped to plan. For example, a low-level shelf separating the kitchen and main play area provides an ideal space for children to engage safely in cooking activities. A wide range of stimulating resources supports most areas of learning well. Staff are currently developing the outdoor area to create a richer learning environment.

Equality is at the heart of the provision. Staff are highly effective in including all children. For example, they are extremely sensitive to the needs of new children and encourage older children to include them in activities and to be kind to them. Staff are very sensitive to families' different customs and very successfully help all children show great respect for others. Staff are acutely aware that boys tend to do less well in academic learning than girls. They therefore, take great care to plan highly stimulating activities that particularly appeal to boys. For example, they use themes, such as pirates and rockets, to engage boys in learning effectively. Staff support children with special educational needs and/or disabilities very successfully. They work exceptionally well with outside agencies and other carers to ensure very high levels of consistency in the strategies that they use. They also work very closely with other local early years settings, which several children attend. For example, they arrange highly productive meetings every term to share children's development records and collaboratively identify next steps in learning. This extremely consistent approach helps children to feel very secure and to make good progress in their learning and development.

Staff promote positive relationships with parents and keep them well-informed about their children's day through daily diaries and discussions. They regularly share children's development records and provide useful guidance about how parents can support their children's learning at home.

All staff actively contribute to self-evaluation procedures through their own personal development plans. They accurately identify any areas of weakness together with ideas to develop the provision further. They have recently joined a

local quality assurance scheme with a view to improving their practice further. They actively engage children in contributing their ideas and they receive some feedback from parents, such as through 'settling-in questionnaires'. However, processes to include parents in the self-evaluation of the provision are currently not fully developed.

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

Children show a very strong sense of security. They receive lots of reassurance when separating from their parents and therefore, settle very quickly on arrival. Even very new children explore their environment with great confidence, safe in the knowledge that older children are looking after them and being kind. Children develop excellent relationships with their key person, other staff and friends. They show exemplary levels of behaviour and are very polite. They have a very mature response to safety as staff continuously support their understanding. For example, they confidently talk to staff about the danger of irons as they play in the home corner.

Children show a good awareness of healthy lifestyles. They enjoy nutritious snacks and meals, and regularly take part in cooking activities. As a result, they adopt a positive approach to healthy eating. They learn about good hygiene practices, such as washing and drying hands carefully, under the close supervision of staff. They have free access to the outdoor space during warmer weather and regular access at other times. A good variety of physical play equipment, such as scooters, tricycles and a trampoline, successfully encourages them to develop their physical skills.

Children are making good progress in their learning and are successfully securing the skills they need for the future. Staff are very skilled in supporting children's free-play, using praise, suggestions and additional resources, to effectively extend learning. For example, while children play with modelling dough or weighing scales, staff encourage them to count, measure and compare. Staff make good use of open-ended questions to encourage creativity and help children make connections in their learning. For example, when children have finished painting a picture, staff ask 'can you tell me about it?' Children respond confidently, explaining it is a desert, and staff then extend their vocabulary successfully, using words such as 'cactus' and 'spiky'. Resources are easily accessible and children are able to use them creatively as they wish. For example, they choose some toy sharks and a killer whale from low-level drawers. They take these toys to the water tray, showing that they understand the animals' natural environment. They become engrossed for extended periods, showing great interest in the animals' fins and sharp teeth. Staff actively encourage children to recognise and write their names, and writing materials are always available. Staff sometimes provide stimulating and purposeful activities to encourage early writing. For example, while using the role-play area as a garage, they encourage children to write out MOT certificates, which particularly engages boys. However, such activities are not always available on a daily basis, which has some limitations in encouraging

purposeful writing.

Staff maintain extensive records about all children's progress. They obtain useful information from parents about levels of development when children first start at the provision. They make regular and thorough observations in all aspects of learning, to identify carefully where children need further support. They then use this information successfully, to plan stimulating and challenging activities to suit children's individual needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	1
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	1
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

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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