

Pinocchio Pre-school

Inspection report for early years provision

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Inspection date	22/02/2012
Inspector	Anna Sketchley

Setting address	Sylvan First School, Livingstone Road, POOLE, Dorset, BH12 3DT
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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

Pinocchio Pre-School is a committee run group that registered in its current premises in 2007. It operates from a mobile classroom in the grounds of Sylvan First School in Poole. It has a secure outdoor play area and occasional use of the school's outdoor facilities. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. It is open each weekday from 8.50am to 2.50pm during school term time only. Children who stay all day bring a packed lunch. There are currently 50 children aged from two to under five years on roll. Of these, most children receive funding for free early years education. The setting supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are eight members of staff and almost all of them have appropriate early years qualifications. Four hold a level 3 Diploma in Pre-school Practice, two hold a level 2 Certificate in Pre-school Practice, one is completing a level 3 National Vocational Qualification and one is an unqualified lunchtime supervisor. The setting is supported by Poole Early Years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Pinocchio Pre-school is an outstanding setting run by a highly effective team of skilled and dedicated practitioners who ensure that all individual children's needs are very well met through excellent planning and assessment. Children experience exciting and stimulating activities and are exceptionally safe and well cared for, ensuring that they make rapid progress in their learning and development. The partnership with parents and carers is exceptionally well established and very good links exist with the school on the site. The pre-school is at the early stages of increasing its links with the local community to further enhance its already excellent learning and development opportunities. Rigorous self-evaluation and the drive and ambition to continue to develop its practice, ensures that the pre-school is sustaining its outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create more opportunities for children to find out about their local environment by introducing them to services from within the local community.

The effectiveness of leadership and management of the early years provision

Safeguarding and risk assessments are an exceptionally strong feature. All policies and procedures are rigorously carried out through daily routines and checks in which the children are involved. Children learn how to keep safe and play safely both inside and outdoors, listening carefully to instructions. Adults are trained in first aid and child protection. Healthy eating has a particularly high profile. Children enjoy appealing fruit snacks and parents are encouraged to send healthy packed lunches. The setting does not allow fizzy drinks or chocolate to be included. As a result children learn in an exceptionally safe, healthy, calm and enjoyable environment at all times.

The pre-school is extremely well led and managed. Staffing and high quality resources are particularly generous. Their deployment is highly effective so that children benefit and thrive in their attractive accommodation. There has been very good improvement in many areas of the pre-school's work since the last inspection because of excellent drive, ambition and consistent use of self-evaluation. This helps them to regularly validate their exemplary practice and to identify priorities to drive forward further development. For example, improved planning and assessment procedures identify the next steps in children's learning and the indoor environment is enhanced by the creation of a 'friendly space' in which children spend quiet time. The staff's considerable commitment to a wide range of professional training, especially children's 'talk' and support for those with special educational needs and/or disabilities and those for whom English is an additional language, provides a very skilled workforce. All staff play a full part in excellent systems for detailed daily, weekly and long term planning and assessment enabling the next steps in learning to be identified for individual children and ensuring that their needs and interests are very well met. This is an exceptional strength of the setting and as a result children make rapid progress. Regular assessments, observations and photographs, shared with parents and carers, make a very comprehensive learning record for each child.

Equality and diversity are embedded exceptionally well and the pre-school is fully inclusive, all children are treated equally and there is no discrimination. An excellent relationship exists between the pre-school and the host school and effective transition arrangements ensure a seamless transfer when children join the Reception class. External agencies, such as speech and language, the health visitor and oral health are exceptionally well used when required and leadership and special needs coordinator meetings ensure very good links with other settings. A local supermarket is a valuable supporter of healthy eating initiatives. Parents and carers value the pre-school very highly, saying they are sure their children are very safe and extremely well cared for. They respond exceptionally well to the many opportunities on a weekly basis to join in with their child's learning and development. An example of this is the number of 'sheep' made at home this week for the rhyme of the week 'Baa, Baa Black Sheep'. Parents and carers regularly take up the opportunity provided by the pre-school to borrow 'chatterbox' boxes and books to enhance their child's talking and early reading skills.

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

Activities are inviting and stimulating and very well organised so that on arrival children choose their learning and settle quickly and happily, showing great confidence in their surroundings. They quickly become confident, motivated and develop self-esteem because of the excellent provision. Children learn to identify their name as they self-register. Particularly strong themes, such as those to encourage speaking, provide excellent opportunities for children to extend their language skills as they play in the 'one little piggy went to market' role play area. They practice their fine physical, cutting and sticking skills to make the pigs' faces. Adults interact exceptionally well with children and carefully assess their learning and development, keeping meticulous records and assessments to inform future planning, whilst they encourage them to sound out and write their name for the back of a painting. Children co-operate, share and take turns very well, understanding that they can write their name on the wall to be next to use the computer. They demonstrate very strong listening skills as they excitedly match musical instruments to hidden sounds. Outside they excitedly play games to rehearse number skills as they look for a hidden numbered bottle to match with the number they have. Behaviour is exemplary and children learn excellent personal and social skills and enjoy making a positive contribution to the pre-school as they tidy up to a song and help with snack time.

Children have a very good understanding of keeping safe and healthy, knowing that used tissues must go 'in the bin!' They wash their hands after using the toilet and before snacks 'because they've got germs on!' They listen very carefully and observe rules and boundaries exceptionally well when reminded to sit safely on their chairs. The outside area provides very good opportunities for them to exercise energetically on climbing ropes and rope swings and to practice their coordination skills on wheeled toys. They enjoy exercising on the school play equipment and going for an autumn walk, taking photographs and bringing back their finds to make pictures.

The pre-school has worked very hard to ensure that children learn and understand about people of other faiths and cultures through the introduction of persona dolls, books, puzzles and construction toys. There is delight and awe and wonder as children demonstrate how the Russian dolls fit inside each other. Children whose first language is not English are very well supported, for example, through labels in their own language and adults using the child's home language for some important words. Children learn about the world around them as they enjoy a visit from a nurse and a visit to a local farm. Although they contribute well to their setting, there are insufficient opportunities for them to learn about their local community, to think of others and the people that help them.

All the skills they learn, especially the first phase of recognising sounds and rehearsing numbers, as well as developing very good personal and social skills, prepares them exceptionally well for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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