

Pippin Pre School

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

Pippin pre-school opened in 1979 and re-registered in its current setting in 2011. The pre-school is run by a management committee and operates from within Roecroft Lower School in the village of Stotfold, Hertfordshire. The pre-school serves the local community and surrounding areas and has strong links with the attached local primary school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens each weekday, during school term time, from 7.45am until 6pm with various sessions offered including a breakfast, lunch and after school club, as well as, two pre-school sessions operating 9am until 12noon and 12.45pm until 3.15pm. Children are able to attend for a variety of these sessions.

A maximum of 60 children may attend the pre-school at any one time and there are currently 122 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications to level two or above and five more are working towards early years qualifications. 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.

Staff work well as a team to establish a warm and welcoming environment in which children settle easily. Good safeguarding procedures and regular staff training ensure that children are protected and the knowledge staff have of each child enables them to make sure each child feels included. Planning for the Early Years Foundation Stage covers most of the areas of learning and children receive experiences which promote good progress overall. Effective partnerships with parents, carers and other settings are established and these are largely helping to promote consistency in children's care and learning. Regular steps are taken to evaluate the pre-school's strengths and areas for improvement with staff working together on the setting's formal self-evaluation tool and parental feedback from discussions are also taken into account. Therefore, the pre-school is responsive to the needs of those using the setting.

What steps need to be taken to improve provision further?

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

- promote further challenge across all areas of learning for more able children
- increase opportunities to develop children's knowledge and understanding of the world, with particular reference to information and communication technology
- develop further links with parents and carers to ensure that they are fully informed of their children's progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the setting has robust safeguarding procedures in place. For example, all staff attend regular training to ensure that they are fully aware of their role and responsibilities in working together to protect children. Rigorous checks are carried out to ensure all staff are suitable to work with children on a day- to- day basis. Staff complete thorough risk assessments and daily checks of the setting are carried out to make sure that hazards to children are minimised. The setting's policies and procedures, which are shared with parents and staff, further supports children's well-being and all required safeguarding documentation is in place to support children's safety.

The leader and her established team of staff work well together. They share a genuine enthusiasm for their work and are observed to support one another throughout the sessions. The leader encourages all staff in attending further training and continuing to improve their practice through regular one-to-one informal discussions and yearly appraisals. This helps to promote an environment where staff develop positive attitudes to their own learning. Resources are used well to promote children's learning and development and regular opportunities for children to make choices about their play are encouraged with the name and picture displayed on most resources, promoting inclusion. Effective use is made of the well-equipped outside area to ensure that children are offered an extended range of opportunities. They have continuous access to this area as the sessions promote free- flow play enabling children to choose activities inside, outside or a combination of both.

Staff demonstrate an understanding of anti-discriminatory practice and policies are reviewed to ensure that the service they provide is inclusive to all children and their families. They work closely with parents and carers to ensure that they understand each child's family background and individual needs, and consider this information when they are planning activities and play opportunities. Parents take part in daily communication with staff and yearly parent and staff consultation session are offered. However, although parents are informed that they may look at their children's developmental files at any time these are not always easily accessible and this influences how informed of their children's progress parents really are. Day- to- day information, such as planned activities, are shared through regular newsletters. The setting also works well with others to ensure that children's care and development is consistent. For example, they work closely with outside agencies when supporting children with specific needs as well as the

attached primary school so that children are fully supported and prepared for the transition to school.

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

Children make good progress in most areas of their learning because staff have a thorough understanding of the Early Years Foundation Stage. They implement clear procedures for observing and assessing children and use this information to inform their activity planning, taking into consideration children's likes and interests. The use of a key person system means that staff know children well and can therefore provide good support whenever needed. Staff confidently encourage children to explore and develop their own play, intervening and joining in well to extend their knowledge and understanding. This enables children to take an active role in their learning and develop positive attitudes to this. Children's self-esteem is encouraged as their ideas are listened to in order to ensure there is a balanced range of child-initiated and adult-led activities. For example, children show great enthusiasm for a puppet show. They create their own show with staff and children sitting to watch them and this then progresses in to a magic show with more children wanting to join in. Children have good opportunities for fresh air and physical development because of the free-flow opportunities offered. They use a range of equipment and demonstrate effective concentration skills as, for example, they use a range of guttering pipes and stands. They move and position them well so their cars and balls will flow down the tubes in time for them to catch them at the end.

Children develop a good understanding of appropriate behaviour because they are offered clear explanations by staff. They develop good relationships with each other, show kindness and have built effective relationships with staff. They regularly practise turn taking and sharing through the games and activities they take part in. For example, children and staff play a game of shape bingo. As well as children learning about the variety of coloured shapes, they are looking for they have fun whilst their negotiating and turn-taking skills are also developing. Staff incorporate children's individual interests into the planning, capturing their interests and extending their knowledge with opportunities to develop early reading and writing skills. They participate in songs and rhymes to help them identify letters and numbers and enjoy writing and mark-making as part of their daily opportunities. More able children and those moving on to school next term enjoy small group time with a member of staff as they concentrate on specific tasks in line with the six areas of learning. For example, they practise their pencil control, counting, sorting and balancing techniques. However, although these groups work well, some children are not offered enough challenge or stimulation throughout the full day sessions and this means that their behaviour becomes boisterous as they begin to run around in the afternoon session.

Children gain an effective understanding of safety issues through staff modelling appropriate behaviour themselves and gentle reminders help children further. For example, children are reminded to use their running feet outside and their walking feet inside to avoid potential accidents. Children's understanding of staying safe is

clearly observed and shared, for example, a group of children are seen building a house with real house bricks in the outside area. As one child carries a brick to place on top of some others another child reminds him to 'be careful'.

Children are encouraged to develop healthy lifestyles and their understanding of the relevance of healthy living is promoted as they participate in physical activity. For example, at the beginning of a physical activity a group of children feel their hearts and talk about how they are beating slowly. The children then take part in some hopping and balancing activities; once finished they feel their hearts again and comment on how these are beating faster. They talk about the activity making them feel hotter and how they need a drink, therefore, their understanding of how their bodies work is growing. Children are developing some understanding of the wider world as they take part in various activities and use resources, such as, dolls and jigsaws, helping them to understand different cultures. However, opportunities for them to develop their information and communication technology, to gain valuable skills for the future, are fewer. Although the setting has resources, such as calculators, binoculars, magnets and remote controlled resources, children do not have regular planned access to these. The procedures for working with parents and other professionals mean that children who have English as an additional language, special educational needs and/or disabilities are offered appropriate and continued support to enable them to participate and make effective progress.

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	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

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	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

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