

Pinvin Community Pre-School

Main Street, Pinvin, PERSHORE, Worcestershire, WR10 2ES

Inspection date	11/02/2014
Previous inspection date	13/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very well prepared for school and for the next stage in their learning, as teaching is consistently very good and children receive exciting and varied learning experiences.
- Parents are involved in their children's learning, as staff guide and encourage them in how best to support children at home and at the pre-school.
- Staff have a thorough understanding of safeguarding policies and practice, which they implement effectively with a very high level of support from the new manager and the provider. This means children are kept safe and are well protected.
- Children are very happy and secure at the pre-school. They are physically active each day and staff promote healthy eating and lifestyles very well.
- There are very effective links with other professionals and early years providers in support of staff and children. Monitoring and self-evaluation processes are successful in ensuring there is continuous improvement in the high quality provision.

It is not yet outstanding because

- Planning is not consistent and precise in showing children's next steps in learning, so all staff and parents have access to up-to-date information.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and the outdoor play area, including a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager and the provider of the pre-school. The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the pre-school and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Pinvin Community Pre-School was registered in 1992 and is managed by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school serves the local area and is accessible to all children. It opens during term time on Monday to Friday from 8am to 3pm and there is an after school club from 3pm until 6pm when the older children join the younger ones. There is an enclosed area available for outdoor play.

The pre-school employs 11 members of childcare staff. Of these, all but one hold appropriate early years qualifications at levels 2, 3 and 4. One member of staff holds Qualified Teacher Status. Children attend for a variety of sessions. There are currently 32 children attending who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. It receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- refine planning to be more consistent and precise so that clarity is improved and all staff and parents can see what children need to do next to build on their progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff now work as a team to plan the main themes for the pre-school. They understand children's needs and interests and adapt planning according to these. They record observations of children at play so they can measure their progress against what they know children already know and can do. Staff encourage parents to share information each day about what children achieve at home and what their current interests are, so that this information is used to inform planning. Each child's next steps in learning are planned as a result of ongoing assessment. However, the new manager is working on fully establishing an effective system for planning so that these are shown more clearly in children's records. This aims to provide staff and parents with a clear overview of children's progress and their next steps. Parents are involved in children's learning, as they are invited to regular 'stay and play' sessions and are guided on how to support children at home. They are very well informed about their activities and progress. They are encouraged to feed back to staff about children's achievements at home, which contributes to their progress records.

The large, main playroom is very well organised. Staff have recently put a lot of careful thought and planning into re-organising the different areas in the room so that they are inviting and provide an enabling environment for children. There are many opportunities to make marks, use writing for a purpose and for children to be imaginative in the role-play area and with the dressing-up clothes. They put on life jackets and pretend they are sailing away in the rubber dinghies, as staff encourage this by asking where they are going and what it might be like. The majority of children are aged two years, so staff now plan focused group times for older and younger children so that the younger ones gain confidence in speaking in a smaller group and all children have specific, age-related activities at least twice in each session. A smaller room is used for group times and one-to-one sessions with those children who need some quieter time with their key person to work on their next steps in learning. Teaching is very good and staff use many opportunities to help children to count, say who is first, second or third in the line and to recognise familiar words and sounds. They are very well prepared for school and for the next stage in their learning, as they learn to recognise and write sounds through adult-led activities and in their play. Older children identify initial sounds as they are shown picture cards. They list other words beginning with the same sound. They find the correct words for the day, date and weather and find their name cards when they arrive and at snack time.

Children's thinking and learning is challenged very well during all activities, as staff ask them to find five chairs, then some cuddly toys to go in an improvised jungle they decide to build by draping a camouflage net over the chairs. They then count how many chairs there are as one more is added. Children use a wide range of resources in the maths area to sort, order, match and count so that they develop good mathematical skills. They use technology each day as they take part in many activities on the interactive whiteboard. Children develop their physical skills very well, as they use a wide range of climbing and balancing equipment indoors, at the school over the road and in the adjacent fields. Children join in with 'wake up' movement sessions at the beginning of the day and have many other opportunities to move in time to music and to play percussion instruments. They are very creative and choose from an extensive range of collage and modelling materials to produce their own work. Children with special educational needs and/or disabilities are supported very well, as staff work closely with parents and outside agencies. They develop individual plans for children so that they make good progress and all their needs are met.

The contribution of the early years provision to the well-being of children

Children form close bonds with their key person and are very emotionally secure. This is because staff obtain detailed information from parents about children's needs so that these are fully met and staff are aware of children's likes, dislikes and routines. Staff work with parents and guide them on issues such as behaviour management, so that children have consistency of care. Staff say children's behaviour is much improved since they rearranged the room and some of the areas, so that children are not tempted to run around in a large space. Staff manage behaviour very sensitively in a manner which is appropriate for children's ages. They engage them in exciting activities which maintain

their interest. As a result, children now behave very well and have very good relationships with staff and each other. Parents say they are very happy with the welcoming and caring staff and all aspects of the provision.

Those children who stay for lunch provide their own food. Staff encourage parents to give children healthy food and they teach children that they need to drink water, be active and eat food that is good for them to maintain a healthy lifestyle. Children grow their own fruit and vegetables on their allotment, so they learn where food comes from. They make pickled beetroot and jam, which they sell to raise funds for the pre-school and take part in many cooking activities. Staff teach children to care for their teeth and they help themselves to drinks of water at any time. They are provided with fruit or wheat snacks and milk and are active each day so that their health is well protected. Children learn to be independent, as they feed themselves, choose when to have their snack and manage their self-care routines. They learn to manage risks safely as they play on the outdoor equipment.

Children work happily together to tidy the room and are frequently praised for having good manners. This builds their confidence and gives them good self-esteem. Transitions to school are managed very well. Most children will attend the school across the road, which they are already familiar with, as they use the playground and share events, such as forest school activities, with the reception children and teachers every two weeks. Teachers from other schools are invited to attend a meal for Chinese New Year and to read stories to the children. Staff share information about children's progress and needs so that these continue to be met and all children are secure in their moves. The pre-school staff liaise with the reception teachers so they know how best to prepare children for school.

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

The inspection was prioritised following an incident which raised concerns about the provider's ability to safeguard children. The inspection found that the member of staff directly involved in the incident did not act according to the policies and procedures in the pre-school. This constitutes a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage and of the Childcare Register. However, the provider and all staff members who were present during the incident acted promptly and correctly in following procedures and informing the relevant authorities. There was no indication that an incident of this kind might happen and there was no action staff could have taken to prevent it. A full investigation took place and the member of staff concerned will not be returning to the pre-school. As a result, the new manager has ensured that all staff attend updated training for safeguarding and child protection and that they have a robust knowledge of what to do in the event of a concern. The management team have reviewed all policies and procedures so that these are even more detailed and effective. They ensure that all staff implement these on a daily basis and that records continue to be very well kept and analysed so that children's health and safety is well protected. The premises are secure and staff supervise children vigilantly. They give the highest priority to children's safety and carry out daily risk assessments to ensure the premises and

equipment are safe. There are rigorous procedures for the collection of children and the recruitment of staff so that children are safe.

The systems for the monitoring of staff performance and planning are well established and effective. The new manager is working closely with the provider, the two deputies and a specialist support advisor to create an even stronger staff team so that they identify their strengths and weaknesses and targets are set for training and professional development. The school reception teacher is also assisting with these improvements. The new manager has worked at the pre-school for six years, so she has already identified areas for improvement. Staff work together on detailed self-evaluation and prioritise the improvements so that they maintain the high quality provision. They reflect on their teaching and children's learning each week and are very well motivated in striving for continuous improvement. The views of parents and children are included in the process so that their needs are met. Each staff member's strengths are used positively to build their confidence in their own performance and in making the activities even more exciting and stimulating for children.

There are strong partnerships with other professionals and outside agencies. Staff work with speech therapists, outreach workers, a paediatrician and the local children's centre manager, who visits to read stories and support children and staff. Children benefit from weekly dance sessions with an external teacher and a local authority improvement advisor assists with the monitoring of the provision. Staff share training, ideas and good practice with other local early years providers with whom they meet regularly. There is effective communication with the other settings that children attend so that their learning is complemented and their welfare is well protected.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	205324
Local authority	Worcestershire
Inspection number	950894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	32
Name of provider	Pinvin Community Pre-School Committee
Date of previous inspection	13/10/2011
Telephone number	01386553600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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