

Pip and Jim's Pre-School

60 Painswick Road, Cheltenham, Gloucestershire, GL50 2ER

Inspection date	24/06/2014
Previous inspection date	25/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are particularly effective in following children's ongoing and changing interests. This enables them to engage children as their play and enhance learning experiences.
- Staff ask useful questions to encourage children to think for themselves, to speculate and to be creative.
- Children are very settled in the pre-school. They confidently follow well-established routines and they play well together, demonstrating positive social skills.
- The management team has worked hard to implement a variety of changes in recent months in order to enhance practice across the pre-school to benefit the children.

It is not yet outstanding because

- The range of resources available in the room for younger children is not as inviting as resources for older children and those provided in the outdoor area. This means the younger children have slightly fewer opportunities to engage in imaginary play and explore natural resources.

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 indoors and in the garden.
- The inspector completed a joint observation, with the manager, of an activity in the garden.
- The inspector held a meeting with the manager and the chairperson of the committee.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled documentation, including children's development records, evidence of the suitability of staff and the pre-school's self-evaluation form.

Inspector

Gill Little

Full report

Information about the setting

Pip and Jim's Pre-School was founded in 1974 and was registered in 1993. It is managed by a voluntary committee of parents. The pre-school operates from three rooms in the basement of premises attached to the church of St. Philip and St. James in the Leckhampton area of Cheltenham, Gloucestershire. Children have access to an enclosed outdoor play area with grass, paved and safety surfaces. Access to the pre-school is down a flight of steps and there are steps up to the garden at the rear. Ramp access can be made available. The pre-school is open each weekday during school term times, from 9am to 12 noon. Lunchtime sessions are available on Tuesdays, Wednesdays and Thursdays from 12 noon until 1.30pm. The pre-school is registered on the Early Years Register and is caring for 36 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register to care for older children. The pre-school staff care for children learning English as an additional language. The provider is in receipt of funding for the provision of free early education for children ages two, three and four years. The provider employs five staff, four of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- extend the range of resources, particularly in the room for younger children, to enhance opportunities for imaginary play and the exploration of natural materials.

Inspection judgements

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

Children enter the pre-school happily and quickly settle to a choice of several activities. For example, older children explore a train track activity, which staff set out with a range of recycled materials, pens and large sheets of paper. Staff sit alongside children asking useful questions to challenge their thinking and making suggestions to extend their play. As a result, children begin to draw train tracks, roads and other representations of their experiences. They consider why things happen and how things work, for instance, as they count the train carriages and wheels. They use the recycled materials to enhance their small world play and talk about their experiences of going on holiday as they fit the train tracks together. This well considered activity enables children to extend their skills in all areas of learning.

Staff use circle times effectively to support older children in preparing for their move into school reception classes. For example, they talk about the move to school and play a game, making good use of props, such as a school bag, a ruler and a pencil, to generate

lots of discussion. Children contribute to this activity with enthusiasm and staff make good reference to letters, sounds and numbers. As a result, they enhance children's early literacy and mathematical development in readiness for school.

Outdoors, older and younger children play together, keenly exploring a good range of resources, many of which they can use in different ways. Staff show considerable skill in following children's ongoing and changing interests throughout the session. For example, children decide that they would like to make a cinema and they use a slide on the climbing frame, covering this with different materials, to create an imaginary world. Staff respond effectively, encouraging children to solve problems for themselves, such as how to stick the materials to the climbing frame. They support children to make tickets for the cinema at the writing table. Children busy themselves with scissors, pens and glue sticks to achieve this aim. Staff effectively incorporate cutting and mark making opportunities within this activity to support children's smaller physical abilities and early writing skills. They adapt activities successfully, providing younger children with additional help and challenging older children more. This input helps to extend all children's learning effectively.

Although staff make good use of resources overall, those available in the room for younger children are not as inviting, or as widely available, as those for older children and outside. For example, there are fewer opportunities for younger children to explore role-play resources and natural materials, which means they have slightly fewer experiences that help to develop their imaginations and exploration of natural resources. However, these resources are more readily available to younger children outdoors.

Key persons and the manager know individual children well. They confidently talk about the children's capabilities, interests and preferred learning styles. Development records illustrate children's progress and identify their next steps in learning. Staff are correctly maintaining progress checks for two-year-old children and sharing this information with parents. Parents are encouraged to contribute their comments about their children's progress and experiences at home, which staff build on to promote continuity of learning. Staff incorporate children's individual next steps in learning across different activities and areas of learning. They are able to demonstrate that children are making good progress from their starting points, including those learning English as an additional language. They are preparing children well for their next stages of learning.

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

Children show good levels of confidence and self-motivation, in this friendly and welcoming environment. They follow well-established routines, responding well to instructions from staff, such as stopping their play and listening carefully when they hear a tambourine. Staff make good use of strategies to promote positive behaviour, such as using teddy bears during circle time to promote good listening and good sitting skills. Children associate these positive skills with the teddy bears, and respond quickly and effectively. Staff support children well to take turns and to listen when others are speaking. Children play well together and have good relationships with their key person

and other staff. This approach enables children to feel secure, to understand behavioural expectations and to develop positive social skills in readiness for the next stages in their learning.

All children are able to freely access the outdoor area for much of the session so that they have plenty of opportunity for physical activity and fresh air. Children know that it is important to wear a sun hat on a hot day and staff ensure they can help themselves to drinks outside. Both younger and older children demonstrate a good understanding of the importance of washing their hands after using the toilet or before they eat. Children enjoy having their snack time, at a table, in the shade outdoors, tucking into fruit they have brought from home. Staff encourage parents to provide fruit snacks to promote children's good health and to help them learn about nutritious diets. Staff talk to children routinely throughout the session to remind them about safe play so that children learn how to keep themselves and others safe. For example, they explain to children how to handle and use scissors carefully to avoid accidents.

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

The pre-school committee demonstrates a clear awareness of its responsibility to meet the requirements of the Early Years Foundation Stage. Staff work well together as a team and deploy themselves to supervise children effectively in different areas, both indoors and outside. They follow effective safety procedures, such as establishing safe and sensible routines with children and following the pre-school's risk assessments. The manager analyses any accidents on a monthly basis to identify any patterns, in order to improve practice further. Staff maintain appropriate records and routinely check the contents of the first aid box, replenishing this as necessary. The committee provides all staff with first aid training so that they can respond to children's needs effectively. Staff demonstrate a clear understanding of possible symptoms of children at risk and they know what to do if they have concerns. The manager provides quiz questions on safeguarding issues every week, during staff meetings, to promote the staff team's knowledge and understanding effectively.

The management team has worked hard to implement a variety of changes in recent months in order to enhance practice across the pre-school. The committee has reviewed staffing responsibilities to share the workload and to ensure that staff can fulfil their roles effectively. The provider uses robust recruitment procedures to effectively assess the suitability of new staff. Induction procedures help staff to become familiar with their roles and responsibilities. New and inexperienced staff receive good support from the manager, who helps them to become familiar with the expectations of the key-person system. Routine supervisory meetings and appraisals provide staff with the opportunity to discuss any concerns, and to address any training needs. Staff support each other well to improve practice, such as cascading information from training days, to benefit the whole staff team. As a result, staff broaden their knowledge and understanding of learning and development, such as children's learning styles. This knowledge has a positive impact on practice and helps to promote effective outcomes for children.

The manager monitors planned activities successfully to make sure they are covering all areas of learning and are taking account of children's individual next steps in learning. She checks children's development records on a monthly basis to ensure that key persons are helping children to progress effectively.

The pre-school committee welcomes feedback from parents and staff through questionnaires, which contribute to the self-evaluation process. The pre-school has worked closely with the local authority recently to improve practice. Positive changes include separating older and younger children into different groups, according to age, for some of the session. This helps staff to more carefully match activities to children's capabilities.

Staff work well in partnership with parents and with other settings that children attend. They share information and exchange visits with other professionals where appropriate to support children's individual needs. They use communication records and letters to maintain good links, and they actively promote partnership working, such as discussing together children's progress checks at aged two. As a result, children receive good continuity in their care and learning.

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	101518
Local authority	Gloucestershire
Inspection number	978936
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	36
Name of provider	Pip and Jim's Pre-School Committee
Date of previous inspection	25/05/2010
Telephone number	01242 250212

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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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