

The Avenues Playpen Pre-School

270A Victoria Avenue, Princes Avenue, Hull, East Yorkshire, HU5 3DZ

Inspection date

18/09/2014

Previous inspection date

09/12/2011

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

- The quality of teaching and learning is good. Children make good progress as they happily engage in purposeful learning experiences delivered through indoor and outdoor play.
- Staff have a clear understanding of the welfare and safeguarding requirements and of child protection procedures. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Children form strong bonds and warm relationships with their key person. They are settled in the pre-school, demonstrating they feel safe and form secure, positive attachments.
- The pre-school has strong partnership working and effective communication with parents, school and outside agencies which ensures that children's needs are fully met.

It is not yet outstanding because

- Children do not always have rich opportunities to explore simple technology on a daily basis in order to develop an understanding of information and communication technology.
- Opportunities are occasionally missed to extend children's knowledge of the world through the availability of non-fiction books.

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 looked at the premises and observed children and staff indoors and outdoors.
The inspector viewed a selection of documentation covering children's learning, children's records, policies, attendance records, risk assessments and self-evaluation. In addition, the inspector looked at staff qualifications and checked evidence of the suitability of all adults working in the pre-school.
- The inspector had discussions with the provider and the manager and spoke to children and staff at appropriate times throughout the inspection.
- The inspector observed practice and interaction between staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Samantha Smith

Full report

Information about the setting

The Avenues Playpen Pre-School has been registered since 1994. It is a privately owned facility and is one of two groups owned by the proprietor. The pre-school is based in self-contained premises in the west of Hull and children are cared for in a hall and a connecting room, with direct access to enclosed outdoor areas. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are 40 children on roll in the early years age range. It provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school offers a breakfast club and a holiday club. It opens from 8am to 4pm during term times and some holidays, according to demand. There is a total of nine staff, all of whom hold appropriate childcare qualifications, one at level 2 and eight at level 3. The pre-school have built good links with the local authority, schools and other professionals involved in the care and support of children.

What the setting needs to do to improve further

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

- provide further opportunities for children to engage with and learn about appropriate information and communication technology, in order to develop and build on their interests and skills in operating equipment, for example, by providing torches and programmable toys
- enhance the learning environment even further to support children's emerging interest in understanding the world, for example, by providing access to a range of non-fiction books.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the quality of teaching is good. They have a good knowledge of individual children's interests and plan activities around these to extend their learning. As a result, children make good progress from their starting points. Staff use information gained from parents and observations of children's achievements to monitor their progress and identify next steps in learning. The pre-school team provide a wide range of activities and opportunities with good levels of challenge and that are developmentally appropriate. Consequently, children are interested, motivated and gaining the necessary skills and attitudes in preparation for their next stage of learning.

Children have access to a wide range of resources and learning experiences, which cover the seven areas of learning. The spaces and resources available support children at different ages and stages of development. The well-planned environment enables children to initiate their own play, as well as taking part in activities planned by the staff. Consequently, children are gaining good levels of independence and confidently direct their play. There are words, numbers and shapes in the environment, both indoors and outdoors, which support children in their mathematical development and literacy skills. Staff use mathematical language during play, adapting it to include children at different stages of development. For example, when pretending to be in a rocket ship staff count from one to ten and then repeat it backwards. As a result, children are challenged and supported to extend their learning and skills further. There are dens and a cosy book corner with a wide range of books available for children, which promote children's emerging interest in literacy. However, there are fewer non-fiction books available to extend children's interests in books and their knowledge of the world even further. Children's communication and language abilities are developing well. Staff support children's language and communication skills through planned activities, by engaging in a wide range of conversations with children and by using open-ended questions. For example, children take part in planned phonic activities and use the talking telephone during free play. There is a selection of natural, open-ended resources in the outdoor environment which encourage children to be creative and critical thinkers. The outdoor environment and equipment supports children to climb, run, jump, stretch and play freely. As a result, children's physical development is promoted well. However, there are fewer information and technology resources available for children to investigate and explore freely to find out how things work.

Children with special educational needs and/or disabilities are well supported and very good links have been made with parents and outside agencies. This ensures that staff are fully aware of individual children's needs so that effective support is put into place. For example, the special educational needs co-ordinator consults with parents and health professionals and activities are devised to promote individual children's development. Children who speak English as an additional language are well supported. Good working relationships with parents ensure that information on their home language is gathered when children begin. Children are then supported to learn English alongside their home language. As a result, good partnership working supports all children to make good progress in their learning. There are effective communication methods between staff and parents to share children's learning. Staff complete the progress check for children between the age of two-and-three years and complete termly assessments. These are all shared with parents and support home learning. This regular exchange of information supports good learning outcomes for children and means parents successfully contribute towards their children's learning and development.

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

Children form secure attachments with their key-person and settle well when parents leave. They sit close to staff during stories and are offered comfort and reassurance if needed. Staff ensure children's individual needs are sensitively met, which promotes

young children's feelings of safety and emotional security. Parents complete an 'all about me' form, which provides the key-person with information to support children's needs when they first begin. Good communication with parents ensures that information is regularly shared to ensure that children's welfare is fully supported. Children are supported to develop their personal, social and emotional skills well. Staff routinely offer praise when they recognise children's efforts and achievements, developing children's self-esteem and building on their sense of achievement. Staff promote and demonstrate good manners and respectful behaviour and act as positive role models. They foster children's social development through discussion and encourage and support children to share toys with each other and to help tidy up after their play. As a result, children behave well, play together and are developing friendships. When children are ready to move on to school their understanding is promoted during discussion and through imaginative play. Good links have been made with the local feeder school, the teacher visits the pre-school and children have return visits to the school prior to their start date. This supports children's well-being and their emotional readiness for school and their next stage in learning.

Staff actively encourage healthy lifestyles for children. Healthy snacks and drinks are made available to children throughout the session. This enables them to complete tasks and access snack at a time that suits them. Children are supported to serve themselves to a range of fresh fruit such as, pineapple, nectarine, banana and pear. Consequently, children are making choices and developing independence skills, as a result, being prepared for the next stage in their learning. Children are learning to keep healthy and safe. They wash their hands before meals and after toileting. As a result, children are developing a good understanding of the importance of personal hygiene. Children's good manners are promoted at snack and mealtimes and children use this time to talk to their friends and are developing good social skills. During lunch times staff sit with the children at tables and they are encouraged to discuss what they have done during the morning.

Children are able to move freely between indoors and outdoors to a well-equipped, engaging outdoor area. This ensures all children have daily opportunities to be outside, supporting a healthy lifestyle and promoting their physical development. Children have opportunities to take safe risks and experience physical challenge when they use the climbing apparatus and slide in the outdoor area. They are supported well by adults in their growing awareness of safety and risk management. For example, children listen to instructions about how to use planks as ramps safely and how to manage and negotiate space when playing with large hoops. Regular risk assessments are undertaken on all aspects of the pre-school environment which means areas are safe for children and hazards are minimised. All staff hold paediatric first-aid certificates which enable them to deal with any accidents or injuries. Good measures are in place to share information with parents when accidents and incidents occur.

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

The management team demonstrate a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded through the implementation of good practices and procedures which

underpin the good knowledge and understanding demonstrated by staff and these are reviewed regularly. Staff are aware of their responsibilities in protecting the children within their care and receive safeguarding training to ensure their knowledge is maintained. The manager ensures adult-to-child ratios are always met and staff are well deployed, resulting in all children being very well supervised by qualified staff at all times. A wide range of written policies and procedures are in place which are reviewed regularly. These are shared with parents through the starter pack and regular communication, this ensures parents are fully aware of the pre-school's role in protecting the children in their care. All staff are suitably vetted and subject to appropriate checks. This results in effective procedures to protect children.

The manager has a clear understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress. The manager has completed some self-evaluation of practice and provision and has identified strengths and some areas for improvement. She oversees the staff team to ensure all the learning and development requirements for children are met and monitors the planning and delivery of the educational programmes. Supervision meetings for staff have recently been put in place to support performance management and further improve practice. Children's progress is monitored termly by management, which ensures appropriate interventions are put in place if needs are identified. As a result, all children receive the support they need to make progress towards the early learning goals.

The pre-school provides detailed information for parents and carers about the care, learning and development of children and how the setting is run. This includes a welcome pack containing information about the educational programme, policies and procedures and notices and reminders displayed on the door as well as the parent's notice board. Parents and carers receive updates about what their child has been doing during the day and open sessions are held where parents are encouraged to come in and discuss their child's progress. Parents and carers report that they are happy with the setting and the staff are approachable and know the children well. Communication with parents is well established which means that the needs of the children are well met. Staff understand the value of working alongside other professionals and arrangements are in place to work in partnership with other agencies, including the local school. Inclusive practice is fully embedded and good partnerships with external services ensure that children with special educational needs and/or disabilities are provided with the necessary support. Staff actively share information with these services in order to meet children's individual needs and ensure they are supported effectively to make progress. Consequently, children are well prepared for the next stage in their 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	510006
Local authority	Kingston upon Hull
Inspection number	869395
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Pat Tweddell
Date of previous inspection	09/12/2011
Telephone number	01482 493306

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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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