

Piglits Pre-School

7th Crawley Scout HQ, Waterlea, Furnace Green, Crawley, West Sussex, RH10 6SP

Inspection date	04/12/2014
Previous inspection date	12/05/2009

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 have a secure and warm relationship with each child. Therefore children are confident and actively explore their environment because they feel safe.
- Staff have a thorough knowledge of how to promote each area of learning and development. Consequently, children are making good progress in all areas of their learning.
- The outdoor area effectively supports and encourages children's physical development and promotes a healthy lifestyle.
- Partnerships with parents is good. Information is shared regularly, ideas for learning at home are provided and parents are encouraged to be involved in the setting.

It is not yet outstanding because

- Opportunities are occasionally missed during snack time to fully promote children's independence and self-help skills.
- Children's knowledge and understanding of the importance of healthy eating, fruits and vegetables is not confirmed or challenged through purposeful discussion or questioning.

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.

Inspection activities

- The inspector observed all activities in the indoor and outdoor environment.
- The inspector spoke to both managers and the children at appropriate times during the inspection.
- The inspector tracked children's development and sampled their development records.
- The inspector sampled the setting's policies.
- The inspector spoke with parents to gain their views on the setting, their child's development and the staff.

Inspector

Hannah Barter

Full report

Information about the setting

Piglits Pre-School registered in 2005 and operates from the Scout headquarters in the Furnace Green area of Crawley, West Sussex. The setting is registered on the Early Years Register. The setting currently has 10 children on roll and is in receipt of funding for the provision of free early education for children aged three- and four-years-old. The setting is open on a Tuesday and Wednesday from 9am until 3pm and on Thursday from 9am until 12pm during term time only. Children have access to an enclosed outdoor play area. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. Two full-time qualified staff work with the children, and a team of bank staff provide cover for any staff absences.

What the setting needs to do to improve further

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

- further develop children's independence and self-help skills during snack and meal times
- develop children's knowledge and understanding of different fruits and vegetables and the importance of healthy eating.

Inspection judgements

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

The quality of teaching is consistently good because staff have a thorough knowledge and understanding of how to promote the areas of learning and development. Planning very much depends on the individual child and their interests which motivates children to learn. The staff split the planning into terms and incorporate different aspects into each one. For example, at the start of the academic year, staff focus on information given to them by parents during their home visits. They take into consideration what they have observed the children enjoying at home and then introduce these play ideas into the setting, which helps children to settle. Continued observation and assessment of children's development levels and interests enable the staff to plan children's next steps and offer opportunities for extension of learning. In the second term, staff encourage children to take on responsibility for self-registration, care of their school bags and library books from commencement; encouraging parents/carers to let the children undertake these tasks independently. Contingent instruction and backward chaining techniques are used to encourage and assist independence for putting on/off coats and shoes as appropriate as the term/school year progresses. As the year continues, staff introduce more and more skills that are to be expected of children once they start school. This prepares them for

their future learning. Staff share all assessments and development records with the parents who are encouraged to comment and contribute any suggestions they may have.

Staff provide children with various learning opportunities which successfully cover the seven areas of learning and development. Staff gently involve themselves in children's play but also demonstrate skill by allowing children to take the lead during activities and offer extension when it is appropriate to do so. For example, children enjoyed exploring playdough. Staff resourced the activity with plenty of shape cutters and rolling pins. Children demonstrated high levels of concentration and commented how they were 'squashing' and 'rolling' the dough and 'pushing really hard' to make their desired shape. Children were pleased with what they had achieved and staff then asked them to tell them about what they had done and how they had achieved it. This encouraged children to communicate and use descriptive language. Children enjoyed listening to stories with the staff. Staff asked purposeful questions throughout the stories which promoted children's critical-thinking skills and language development. Children were interested in the story and remained engaged for long periods of time. This was because staff motivated children to learn and offered good levels of extension which effectively challenged children's development.

During the inspection, staff rang a bell and all of the children stopped what they were doing. They found a chair to sit on and staff sang hello to each of the children and they then sang back. Children showed good levels of confidence while singing in front of a group and listened attentively to the staff. Children confidently counted the amount of children in the group which confirms their knowledge of number language. Staff asked children to find number four from their advent calendar. Children selected the correct pocket and stuck the character onto the nativity scene. Staff asked children if they could remember who the character was from yesterday and to tell her about it. This encouraged children to recall information and describe what they could remember. Children are confident communicators. During snack time, children happily sat around the table and took it in turns to pass the fruit around. Staff encouraged children's conversation which supports their language development. However, staff did not ask or tell the children what they were eating or link this with any discussion surrounding the importance of healthy eating. Consequently, this does not fully promote children's knowledge and understanding in this area.

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

Staff have a warm and nurturing relationship with all of the children. They have a good understanding of children's individual needs and routines which enables them to effectively support their emotional well-being. Children arrive happily at the setting and separate from their parents with ease. This demonstrates that they feel safe and secure in the staff's care.

Children relish in the attention and interaction that they receive from staff. They enjoy talking to staff about what they are doing and staff extend children's language by asking further questions. For example, staff discussed with children what they had been doing at

home. Children were excited to tell the staff that they 'slept in their own bed last night.' Staff offered high levels of praise to the children and offered them a sticker. This promotes children's self-esteem. Children behave very well because staff are good role models. They listen to children, respect their ideas and interact with them effectively. Staff have a secure knowledge of children's development levels and interests. This enables them to provide interesting and suitably challenging activities which keeps children engaged.

Children are confident in using the toilet and have a secure knowledge of how to follow good hygiene practices. They know they have to wash their hands before eating and do so independently. Children helped staff set the table for snack time. Children arranged other children's names around the table for them to recognise. Children were confident in recognising their names in print and patiently waited for their friends to join them. Children took pieces of fruit and vegetables already prepared by the staff and moved it around to the next person. Staff then offered children milk or water which they poured into their cups for them. This does not fully support children's independence or self-help skills.

Each child has a school bag and they are able to take books home to read with their parents. This involves parents effectively in their children's learning. When the children bring the books back, staff sit down with them on a one-to-one basis and ask them to tell them what they can remember about their story. Children are able to choose from a variety of phonics and information books to take home. Depending on the age of the child, and if they are interested, staff encourage children's early reading skills and help them sound out the letters. Children were confident and enjoyed reading three letter words that were sounded out phonetically, for example, 'dig'. This effectively supports their future learning and move to school. This demonstrates that staff are fully aware of children's individual stage of development and offer appropriate challenge to all of them.

Children have access to a secure outdoor area. Staff encouraged children to run around by suggesting they could 'fly like a bird' and 'fly like an elephant'. Children laughed and told staff that elephants cannot fly and then staff asked the children to tell them what else they thought could fly. Children expressed an interest in playing What's the Time Mr Wolf. They enjoyed shouting out the question and confidently counted the number of steps that was being requested by the wolf. Children shrieked with excitement when it was dinnertime and the wolf chased them around the play area. This fully supports children's healthy lifestyles and encourages physical exercise.

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

Both managers have a secure understanding of the safeguarding and welfare requirements. Both of them have received child protection training and are confident in knowing how to record and report any concerns regarding children's welfare. This ensures that children are safe. The child protection policy is clear and easy to understand. The staff share this and all of the policies with the parents so that they are fully aware of the

staff's roles and responsibilities towards their child. Recruitment procedures are robust and teamed with a thorough induction process and probationary period. This means that all staff are deemed suitable to work with children. There are no formal systems in place for staff supervision as there are only two members of staff. However, both staff regularly discuss their training needs together and use the training directory from their local council to decide what they think would benefit their practice. Both of the staff are very experienced and highly qualified. They have attended various courses such as promoting speech and language, recognising signs of domestic violence and updating their knowledge on supporting children with additional needs. They focus their training needs on what individual children would benefit from to support their learning and development.

The managers are effective in monitoring the overall development of children and delivery of the educational programmes. For monitoring purposes, each child is numbered and their observations input into a group tracker which shows groups of children's developmental levels. This allows the staff to plan appropriate small group activities which offer appropriate levels of challenge and ensures that all children are making good progress towards the early learning goals. The setting has various written risk assessments in place which they use to help them to ensure the suitability of the environment. Possible risks have been effectively identified and control measures put into place to keep children safe. For example, for visitors arriving at the setting, the door is always locked and visitors must ring the bell. A spy hole is fitted to the door so the staff can see who is outside. All visitors must arrange appointments at a convenient time and are never left alone with the children. This further ensures that children are kept safe.

The setting has an extensive development plan in place which shows the progress they have made since their last inspection. The manager and staff are committed to improving the provision for children and regularly discuss how they can improve certain areas. The setting has good relationships with additional early years providers. Learning journals are shared with parental permission which allows for a consistent approach to promoting children's development. The staff understand the importance of working in partnership with external agencies to support children's development. The setting has a good relationship with schools and regularly keeps in contact with them. The staff visit the school and speak to the teachers about how they can support children's development before they start school and plan activities to support this. The managers have effective relationships with parents. They understand the importance of including them in their children's learning to support their well-being. Staff provide a verbal handover to the parents on a daily basis to keep them informed on what their children have been doing. Weekly newsletters are emailed each week updating parents on curriculum activities, events and also request any ideas or suggestions from parents. Parents are very happy with the setting. They commented on how accommodating the staff are and that they go 'above and beyond' to ensure their children are developing. Parents of children who speak English as an additional language are 'really pleased' with the progress their children are making in their communication and language. They know that their children are making such development because of the input from the staff.

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	EY308805
Local authority	West Sussex
Inspection number	834261
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	20
Number of children on roll	10
Name of provider	Rosemarie Masters and Deborah Oakes Partnership
Date of previous inspection	12/05/2009
Telephone number	01293 511 673

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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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