

# Flyford Pippins Pre-school

Flyford Pippins Pre-School Group, Flyford Flavell First School, Radford Road, Flyford Flavell, Worcestershire, WR7 4BS



## Inspection date

9 June 2015

Previous inspection date

16 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The provider and her colleague enthuse children and skilfully interact with them. As a result, children are eager, purposeful and expressive learners. They make good progress and are well-prepared for school, showing they can listen attentively, wait their turn and confidently contribute to discussions.
- Children take a keen interest in their natural surroundings. They use different equipment to observe, explore and investigate, such as magnifying glasses and binoculars. They also refer to pictorial guides, for example, of bugs and insects.
- The provider and her colleague adeptly promote children's growing confidence and independence in managing their personal care. For example, children take responsibility for their possessions and increasingly manage to put on waterproofs, coats, hats and wellingtons without help.
- Children are fully safeguarded. The provider and her colleague follow robust safeguarding procedures and are conscientious about promoting children's good health, safety and well-being. They know what action to take if they have any concerns about a child's welfare.

### It is not yet outstanding because:

- Staff do not consistently encourage children's recognition and use of letters or their early writing outdoors. There are limited opportunities for children to use these and other techniques to record their findings and activities.
- Few images are displayed of children's outdoor learning which inhibits their recall of their experiences. There is also scope for parents to be given more specific information about the impact of outdoor learning on their children's progress and future learning.

## What the setting needs to do to improve further

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

- create more opportunities for children to record, display and talk about their outdoor learning experiences, and for them to recognise letters and practise their early writing outdoors
- enhance information sharing with parents by giving them more specific details about how their children's outdoor activities impact on their child's progress and plans for their future learning.

### Inspection activities

- The inspector observed activities in the school hall and reception classroom and outdoors in the Forest school area and the school playing field.
- The inspector spoke to the provider/manager, deputy manager and the children at appropriate times during the inspection. She also spoke to the head teacher of the school.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at children's records and evidence of the suitability of staff working in the pre-school. She also looked at a range of other documentation, including policies and procedures.

### Inspector

Rachel Wyatt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The provider and her colleague use their sound knowledge of children's abilities and next steps to plan rewarding outdoor activities. This promotes children's good progress and complements their learning at the provider's other pre-school. Children relish making 'houses' for bugs and use branches and other natural materials to make dens. They add features, such as a wind chime and a 'doorbell' made from wool. Children like looking at photographs of these activities. However, there are fewer opportunities for them to use their developing early mark making and recognition of letters to record, talk about and recall these good outdoor learning experiences. Children readily experiment and observe changes. They talk about the size and efficiency of the different containers they fill with water to make mud and puddles. Staff extend children's problem solving in other practical ways, asking them to predict and then count how many beans are in a pod.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy and settled. The kind, attentive staff respond to children's different characteristics and reactions and quickly reassure them. Children behave well as staff explain what is happening next and what is expected of them. They involve children in helping new children to get to know pre-school routines and the special rules regarding safety and behaviour. The provider and school work effectively together to enable children to enjoy learning with pupils and to join in at lunchtime with them. Children are supervised and taught how to manage risks during challenging outdoor and physical activities. Children describe and show how they safely move and use long branches during their den building. Staff encourage children's healthy eating and good hygiene. Children relish being outside and being active. Staff successfully coach children who become increasingly confident and competent as they move, climb and balance on different apparatus.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider/manager and her staff conscientiously carry out their duties. They confidently manage children's learning outdoors, ensuring they have fun and that their good health and safety are promoted. The provider and her colleague effectively evaluate the quality of their work, children's progress and other aspects of the pre-school's provision. They are well-qualified and ensure they keep up to date through training so that their care and teaching are consistently good. The provider keeps all required information on site about children, parents and staff. She and her colleague regularly talk to parents about their child's activities, achievements and learning priorities. However, they do not always specifically highlight to parents how children's outdoor learning impacts on their child's progress and plans for their future learning. Also, there are few images of children's work and activities to share with parents or to encourage children to recall their experiences.

## Setting details

<b>Unique reference number</b>	EY309787
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	862001
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Julie Helen Clorley
<b>Date of previous inspection</b>	16 November 2009
<b>Telephone number</b>	01386 462 228

Flyford Pippins Pre-School was registered in 2005. The pre-school employs two members of childcare staff, including the provider who is the manager. They both hold appropriate early years qualifications at level 3. The pre-school opens on Tuesday during school term time. The session is from 8.45am until 12.45pm. The pre-school provides funded early education for three- and four-year-old children. There are close links with the primary school where the pre-school is located.

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