

# Inspection of Pinocchio Pre-school

Sylvan Infant School, Livingstone Road, POOLE, Dorset BH12 3DT

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Inspection date: 11 February 2020

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel extremely safe and secure in the company of staff. Staff act as excellent role models and teach children how to be respectful of each other and the environment. Children respond very well, with exceptionally good behaviour. They are highly motivated to learn and play together happily. Older children have great fun in the mud kitchen as they play cooperatively, solve problems and take turns. Staff make sure that children have access to the large outdoor area, where they take and manage risks in their play. Younger children make good use of the equipment to develop their physical skills as they learn to balance on wooden planks.

Children have immense fun and delight in their time at the pre-school. As children arrive, they self-register effortlessly, find a peg for their belongings and hang up their coats. They join in eagerly with the outstanding range of activities on offer. For instance, children play imaginatively in the 'police station'. They talk animatedly to each other about how they are going to catch the robbers. They use magnifying glasses to find clues and write down investigation notes on clipboards. Children benefit from a highly impressive range of inspiring learning opportunities. Staff know the children very well and meet children's individual needs and interests. The entire staff team shares the highest of expectations for all children, including children with special educational needs and/or disabilities (SEND).

## **What does the early years setting do well and what does it need to do better?**

- Staff observe children's development and monitor the progress that they make. They have a good understanding of each child's individual needs and interests, and help children to achieve the next steps in their learning. Staff observe children skilfully as they play, and they accurately assess their current developmental stage. They reflect continuously on the opportunities that children are provided with to ensure that they offer a broad range of activities, covering all areas of children's learning. For example, older children draw and cut up fruit, such as kiwi fruit and apples, and explore the differences between the seeds.
- Overall, staff support children's communication skills well. This includes children who speak English as an additional language. Staff provide commentary to children as they play to broaden their vocabulary. They sing songs and nursery rhymes with children in all the rooms. Staff work with small groups of children to provide more focused support. They make sure that these sessions are short and enjoyable. Staff use props such as jelly, dragons, bats and worms to add excitement to the activity. However, occasionally, staff do not make the most of their interactions with children to extend their learning and enable them to make the best possible progress.

- Children develop their independence and self-care skills in readiness for school. For instance, they know to tidy their plates and cups after snack time and enjoy getting involved in tidying up. Children learn to respect and look after their own environment.
- The manager employs additional staff to support the more vulnerable children to help ensure they reach their learning potential. This helps staff to support disadvantaged children and those with SEND superbly. Staff develop outstanding partnerships with parents and professionals. Staff seek early help, ready for when children begin at the pre-school. The manager uses additional funding extremely well to provide internal specialist support to help children to achieve the best possible outcomes.
- Staff provide excellent opportunities for children to develop their physical skills and good health. They deliver calm yoga sessions and praise children's growing skill in holding poses, focusing their attention and relaxing. Children enjoy tasting traditional foods and finding out about the similarities and differences between themselves and others.
- Staff share information with parents about children's interests and what they need to learn next. This helps parents to know their children's achievements and how they can continue to support them at home. Parents provide positive comments about staff. They say that staff are 'amazing' and are 'passionate' about their roles.
- The manager offers staff continuous individual support to discuss their roles and ongoing training needs. Staff are keen to improve their knowledge and skills. For example, they have recently used training to help them implement opportunities for children to explore and investigate using natural materials to further support their creative thinking.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the signs and symptoms that may indicate a child is at risk of harm. They have an excellent understanding of the procedures to report any concerns about the welfare of a child or the behaviour of an adult. The manager ensures that staff keep their knowledge up to date. Staff attend safeguarding training regularly and have briefings during team meetings. When appointing new staff, the manager follows thorough recruitment processes. This ensures that staff are suitable and have the necessary skills to fulfil their roles in the setting. Staff regularly risk assess the environment and resources to ensure children play and learn in a safe environment.

## What does the setting need to do to improve?

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

- make the most of all opportunities that arise through interactions with children to extend their learning so they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY347936
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10126016
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Pinocchio Playgroup Committee
<b>Registered person unique reference number</b>	RP907458
<b>Telephone number</b>	07855 138370
<b>Date of previous inspection</b>	7 December 2015

## Information about this early years setting

Pinocchio Pre-school registered in 2007. It operates from the grounds of Livingstone Road Infant School in Poole. The pre-school is open Monday to Friday from 8am to 4pm, during school term time. It receives funding to provide free early education for children aged two, three and four years. There are 12 members of staff. Of these, one has qualified teacher status and 10 hold qualifications at level 3.

## Information about this inspection

### Inspector

Rachel Cornish

## Inspection activities

- The manager and the inspector undertook a tour of the pre-school and they discussed how the pre-school is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents, staff and children at suitable times. She took account of their views and reviewed written communication from parents.
- The inspector completed joint observations with the manager to assess how well they monitor the quality of teaching.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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