

Little Pippins Pre-School

Inspection report for early years provision

Unique Reference Number	133726
Inspection date	11 July 2007
Inspector	Caroline Hearn
Setting Address	The Freeman Orchard, Gaveston Road, Harwell, Didcot, Oxfordshire, OX11 0HP
Telephone number	01235 821741
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Registered person	Little Pippins Pre-School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Pippins Pre-School is a committee run group and has been open since 1970. It has been operating from its own premises since 1993 in Harwell village in Oxfordshire. A maximum of 22 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 15.00 during term time. They also offer a term time breakfast club for both the pre-school children and local primary school aged children. This starts at 08:00 to 09:00 when they walk the older children to school. The children attend for a variety of sessions. Children have access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to five years on roll. Of these, 27 children receive funding for nursery education. Children come from the village and surrounding area. The nursery supports children with learning difficulties.

The nursery employs five staff. Of these the four staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to wash their hands prior to snacks and after using the toilet. These simple effective routines help prevent the spread of infection. Children receive appropriate first aid and treatment for any minor incidents due to staff having a good understanding of how to implement their training.

Children are offered a balanced healthy snack which they help to prepare. They are encouraged to pour their drinks and cut up their fruit. This allows them to develop their independence skills. The nursery have been trialling different ways of offering snack time. Currently they have an open snack time when the snack is set out during the whole session with the children accessing when they wish. This does not always make best use of staff time as one member of staff is at the snack table throughout the session to help the children. Throughout the session children have free access to fresh water as the staff leave out an ample supply of jugs and cups. Children with allergies have their needs well met due to staff appropriately recording and implementing the information received from parents.

Children of all ages make good use of the outside play areas. These well designed areas are used during both planned and free play times. Children are provided with a good variety of equipment, such as climbing frames, which fully supports the development of their, climbing, jumping and balancing skills. Older children are able to handle tools, objects, construction and malleable materials safely and with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and their families are made to feel welcome as the staff make time to chat to them when they arrive. The children's art work and photos of them undertaking various activities are displayed around the room which makes them feel valued members of the group. Children have good access to a wide range of good quality resources. All the resources have their own boxes and storage areas, this helps the children know where everything goes and where they can find items they wish to play with. Children treat the resources with respect and with staff encouragement clear away items which they have finished playing with.

Children's safety is well promoted as the staff and committee undertake regular risk assessments. These assessments include how children can make full use of all areas throughout the year. In the outdoor area they have installed a large sail style shade for the patio area. This has resulted in children being able to enjoy outside play on hot sunny days.

Children are safeguarded as all staff have undertaken appropriate training. They clearly understand how to put it into practice to ensure the children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

The quality of the teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. The planning is closely monitored and fully evaluated. It effectively covers all of the six areas of learning to ensure children develop quickly

across these. The activities clearly reflect the needs of children who learn at a different pace thus ensuring all children are offered activities tailored to their individual needs. Development records are maintained for all children. These clearly plot each child's development but could give further details to ensure the parents are clear about what their child did to achieve the various stepping stones. Children become fully absorbed in the activities on offer. This is due to the staff's ability to hold their attention and fully involve them all in the activity. This is achieved by the staff asking the children good open questions such as how and why things happen. Staff are clearly aware of children's different ages and abilities and all activities are effectively tailored to the children undertaking them. Staff are skilled at asking age/stage appropriate questions to challenge and involve all children.

Children begin to mark-make and many can write their names clearly. Staff create good opportunities for children to use their emerging writing skills in meaningful ways, such as writing their names on their art work. Children understand that print carries meaning. While looking at recycling they know that different signs on packaging gives the reader information about how that item can be recycled. Children have a good awareness of numbers of personal significance. They know how old they are and how old they will be at their next birthday. Numbers and counting underpin everyday activities and staff encourage children to count how many children are present or how many cups are on the snack table. These everyday tasks ensure the children develop a good understanding of mathematical concepts.

The children have many interesting opportunities to develop their understanding of the world around them and the seasons. They make good use of the adjoining orchard, they pick the apples and make many different apple based foods. In addition to using them for tasting sessions they are sold during the local village produce fair as part of the nursery's fund raising work. Getting involved in this and other local events gives the children a strong sense of community and the world around them.

Children show interest in the lives of their peers. They listen to each other well and turn take appropriately. Any disruptive behaviour is managed sensitively Any disagreements are managed sensitively and the staff support the children and encourage them to think about how their behaviour made their friends feel. These discussions give the children the skills to resolve disagreements between themselves without adult input.

Children undertake plenty of exploration and investigation activities. They look at change such as what happens when you melt chocolate or how ice is made. Staff encourage the children to think through cause and effect and ask questions such as, 'what would happen if?'. Children's creative development is promoted well. They have good opportunities to use a variety of art and craft materials. When building mobiles children discuss how they plan to achieve the finished models. They work with staff and discuss how different craft items can be combined. There are very proud of their finished art work due to their input in the construction process and are keen to show this to their peers and other adults present.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. Staff record clear details about all children's needs and preferences then appropriately implement this information when working with the children. They know which children like which fruit or what their favourite activities are. This ensures each child feels valued and part of the group. Staff have experience in supporting children with

additional needs. Should a child have additional needs staff ensure the appropriate support is put in place to best promote their on going development.

Children's behaviour is dealt with in a sensitive manner. They are given clear guidelines and boundaries. Staff act as good role models. They encourage children to think about how their behaviour makes others feel. This results in the children being well behaved and considerate of the needs of others. Children's, spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The nursery develops close working relationships with the parents and carers and involve them as much as possible in their child's time at nursery. This is done by the staff informing them of what topic work they have been doing so this can be carried on at home. Parents are encouraged to view their children's developmental records whenever they wish. These give clear information charting each child's progress. They do not always show what each child did to achieve some of the stepping stones. The committee also keep parents well informed via their regular newsletters. These keep parents informed of general fund raising issues as well as any policy changes. These good opportunities for information exchanges ensure the children receive greater continuity of care between home and the group.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff are offered a varied selection of training opportunities. This develops their good practice which in turn raises the standard of childcare. All of the required documentation relating to the care of the children is in place and stored securely. Children's records are updated regularly, which ensures they continue to receive appropriate individual care. The policy relating to the recording of complaints requires some changes to bring it fully in line with changes to legislation which occurred in 2005. Although, without this information they still have a good understanding of children's needs and promote positive outcomes for children.

The quality of the leadership and management of nursery education is good. The staff team work very effectively together to develop the nursery education. They have weekly planning meetings as a whole team to discuss future planning. They use this time to evaluate the children's progress and highlight any future areas of development. They are also very well supported by the highly proactive committee.

Improvements since the last inspection

At the last inspection of care, the nursery was set two recommendations. These were, to ensure they had written permission from parents for seeking emergency medical advice or treatment. Also, that they maintained a record of times of arrival and departure of children. Both these points have been addressed and the documentation now contains the appropriate information, ensuring that they have all the information required to meet the needs of the children.

At the last inspection of the nursery education the nursery was given one point for consideration. This was to ensure use of the outside area was included in the planning. This has been fully addressed and the children have lots of good opportunities to undertake outdoor learning in addition to free play.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review arrangements for snack time to ensure this makes the best use of staff time while still meeting the needs of the children
- ensure procedures are in place to enable staff to be fully aware of changes to legislation

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider how children's developmental records can give the parents' a clearer understanding of what their child did to achieve the various stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk