

Pippins Pre-school

The Brick Pavilion, Queens Road, Farnborough, GU14 6DU

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Management and staff develop strong relationships with parents. This creates a secure foundation for children. Consequently, they are happy and settled.
- Children become increasingly independent at snack time as they help themselves to healthy snacks and wash-up afterwards. They learn about healthy eating and develop good hygiene habits.
- Children enthusiastically play active games outdoors. Staff make good use of these games to create practical opportunities to introduce numbers, shapes and colours.
- Children gain confidence as they play and learn together.

It is not yet good because

- Management have not fully implemented an effective system for identifying children's interests and next steps for learning and using them to plan and provide challenging activities.
- Management do not always organise staffing and key person arrangements effectively to fully support all children and their learning.
- Children's make-believe and role-play are not always fully supported with imaginative or practical resources so that staff can extend learning in all areas.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities indoors and checked the safety of the premises.
- The inspector spoke to management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector spoke to parents and read their comments in children's records and feedback forms.
- The inspector examined feedback from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Pippins Pre-school first opened in the 1990s and re-registered as a Limited Company in 2012. It operates from The Brick Pavilion at the recreation ground in the Northcamp area of Farnborough. Children have access to the main hall, a covered outdoor play area and

the community field. The pre-school is open Monday to Friday from 9am to 3pm all year round and offers flexible hours. There are currently 51 children on roll in the early years age range. Children attend from the local and surrounding areas. The pre-school supports children who have special educational needs and those learning English as an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to receive funding for the provision of free early education for children aged two, three and four years. There are currently four members of staff who work with the children. This includes the owner/manager. The manager holds a level 5 Foundation Degree in Childcare and Education. There are two members of staff with a level 3 early years qualification and one member of staff who holds a level 2 qualification and is working towards level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure every child's learning and care is tailored to meet their individual needs by identifying their next steps in all areas; using their interests to plan challenging and enjoyable experiences; supporting children who are less confident to join in.

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

- review arrangements for deploying staff and covering staff absence to provide stability in staffing, key person relationships and in grouping of the children
- create a challenging and flexible role-play area that can be adapted to respond to children's interests and used to promote their learning in all areas.

Inspection judgements

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

Children make steady progress in their learning. Most arrive confidently and learn to recognise their name when they add their card to the registration board. This gives them the independence to find their own named container for putting work in to take home. Most children are eager to play. They sit together to play a simple game on the computer, choose some books to look at or bounce on the mini trampoline. Children help themselves to craft materials to create their own collages and make pretend cakes. Many competently use scissors, paint and draw. Throughout the session most children move around confidently, choosing what they want to do. They show developing confidence in their

communication and language skills as they chat with one another during their play. Generally, staff are ready to support and provide guidance where needed, although occasionally some children get overlooked and are left without the full support they need. Children who are learning English as an additional language receive appropriate support. In partnership with parents additional support is sought to help children with special educational needs. As a result they make sound progress in relation to their starting points. Staff read stories in the book corner and help children recognise some letters by encouraging them to find hidden letters in the sand tray. Sometimes they model writing by adding children's names to their pictures or encourage children to do this for themselves, although this does not happen consistently. Children play in the home-corner and some dress-up. However, the role-play is not imaginatively resourced to fully engage children's interest or promote their learning. There is no telephone or paper and pencil for taking a message. There are no magazines or recipe books to encourage reading or a clock to tell the time. Consequently, staff miss opportunities to challenge and fully extend children's learning.

Overall, staff place a clear emphasis on promoting children's independence and enabling them to manage tasks for themselves. Children organise their own snack, select resources for themselves from storage drawers and do up their own coats. They are given time to learn and practise their skills in preparation for school. Staff encourage children to organise activities for themselves and one another. For example, children go outdoors in groups to play on the recreation field. When a child goes outside for a second time they are keen to talk about the games they played before. Staff boost the child's confidence and communication skills by encouraging them to explain to this new group what to do and lead the game.

Management and staff are currently introducing a new system for planning and assessing children's progression. They use observations to assess what children can do and their stage of development. From this they identify some next steps for learning and incorporate these into the planning. However, they have not fully developed the system to identify next steps in all areas of learning or consider how they can use or build on children's interests effectively. As a result the next steps for some children are not successfully planned for. Parents are encouraged to share in children's learning. They are invited to meet with their child's key person and share their achievements at home. A communication diary is used to exchange information with parents of younger children and this is being extended with older children as it has been so successful. Staff encourage an enjoyment of books. Each child has their own book bag and they regularly borrow books to share with their families. Staff work closely with other professionals to support individual children. They introduce specific games to guide their learning and consistent guidance to help them understand what is expected. Key persons exchange information with other settings children attend. This helps them work together to provide continuity in promoting children's learning.

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

Children are safe and secure in the welcoming environment the pre-school provides. Staff implement effective safety measures. This helps to ensure children are unable to leave the building unaccompanied and can move around safely. Children learn about keeping themselves safe because staff consistently remind them of simple rules. Staff use circle time to talk about safety. Many children eagerly put their hands up when asked if they can remember what the safety rules are. They know they need to walk indoors and that the floor might be slippery if they spill the sand on it. When playing outdoors, children demonstrate their familiarity with the rules. When the football rolls down the bank they know they cannot go and get it until a member of staff tells them it is safe to do so.

Overall, children are happy and settled at the pre-school. They benefit from the positive relationships that develop between staff and their parents. Each child is allocated a key person when they first attend and they spend time talking to parents and gathering information. This helps them to respond to their individual needs. The key person gets to know each child and how they can support their welfare and learning. However, there is not an effective system to ensure children are fully involved in activities and their next steps encouraged when their key person is not present. Staff help children settle if they are upset when they arrive. They successfully engage them in activities, such as, helping to hang all the cups on hooks so that children can help themselves to a drink whenever they are thirsty.

Children receive consistent guidance to help them understand what is expected. Consequently, they behave well. They benefit from praise and encouragement which boosts their self-esteem and gives them the confidence to try new things. They learn to play cooperatively with others and take turns when sharing resources, such as the computer. However, they are not always encouraged to put toys away when they have finished with them which results in the floor becoming cluttered and the home-corner less inviting. There is a wide variety of resources available, indoors and outdoors, to support children's all-round development. Most are easily accessible so that children can select them independently. Children play outdoors daily and when it is raining they use a covered area so they can benefit from being in the fresh air. Staff successfully encourage healthy eating with a caf-style snack system and at lunch time children learn how to manage their lunch boxes. These skills, alongside personal care routines, give them confidence and help them prepare for school. Management liaise closely with the local primary school so that they can work together to help children move confidently from pre-school to school.

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

The owner and staff have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended child protection training and have a clear understanding of the procedures to be followed if they have concerns about a child in their care. They complete effective risk assessments to help ensure the safety of the premises and help children develop an awareness of safety. All the required documentation is in place and provides staff with all the information they

need to help them respond children's individual needs.

The owner uses robust recruitment procedures to ensure staff are checked and suitable to work with children. Staff complete a thorough induction which helps them understand their roles and responsibilities. Following this there are regular team meetings, supervision and annual appraisals. This supports the professional development of staff alongside further training which is shared with the whole team to increase everyone's knowledge and skills. Generally, staff are deployed effectively and there are sufficient to meet the required ratios of staff to children. However, when staff are unexpectedly absent due to illness contingency arrangements take time to put in place. Children's safety and welfare is not compromised during this short period when ratio requirements are not met because staff are vigilant in caring for children. Management are currently recruiting for more staff so they can resolve this issue.

The owner uses a variety of self-evaluation processes to help her develop the pre-school and improve outcomes for children. However, not all areas for improvement are accurately identified. The owner involves staff and seeks feedback from parents. She receives support from the local authority and makes good use of the feedback they provide. For example, she has introduced a new system for planning and improved her written policies. There are clear plans for future improvements, such as, 'stay and play' sessions for parents so they can find out what children do and share in their experiences.

The owner is aware of the importance of working in partnership with others. She liaises with other agencies to help identify and provide children with the additional support they need. She contacts other settings children attend so they can promote continuity in the care and learning provided. Parents receive a good range of information about the pre-school and are encouraged to engage in a two-way flow of information. They receive information sheets with activities they can try at home and story books to share. Parents are very complimentary about the pre-school. They comment on how much their children like attending, the range of activities they experience and the approachability of staff.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY450669
Local authority	Hampshire
Inspection number	808375
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26

Number of children on roll	51
Name of provider	Pippins Pre School Ltd
Date of previous inspection	Not applicable
Telephone number	01252 373137

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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 that are usually their 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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