

Pitton Pre-School

Inspection report for early years provision

Unique reference number EY248260
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Inspector Carol Readman

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pitton Pre-School was registered in 2002 and operates from Pitton village hall. The pre-school has access to the hall, a kitchen, cloakrooms and an area for outdoor play. It serves a wide rural catchment area. The setting opens weekdays during school term time only. Sessions operate from 09.00 to 15.00 on Monday and Thursday, and 09.00 to 12.00 on Tuesday, Wednesday and Friday, with an option for children to stay for a lunch session until 13.00.

The pre-school is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register and is registered to care for a maximum of 26 children in the early years age range at any one time. There are currently 32 children on roll who attend for a variety of sessions. The setting receives funding for the provision of nursery education to children aged three and four. The pre-school supports children who have learning difficulties and disabilities and English as an additional language. There is a breakfast club each morning between 08.00 and 08.45 for children who attend the local school.

Pitton Pre-School employs five staff to work with the children; of these, one has Early Years Professional Status (EYPS), two have Qualified Teacher Status (one in Early Years) and two hold appropriate level 3 qualifications. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The quality of teaching is superb and is a particular strength of the setting. Children's progress in their learning and development is impressive, taking into account their starting points and capabilities. Children relish their time at an especially happy, caring and supportive setting where there is a strong ethos of including all and ensuring that all feel welcome and valued. The setting is especially effective in its provision for children with learning difficulties and disabilities. Constant reflective practice and highly effective systems to evaluate the setting means there is excellent capacity for the setting to improve with any identified areas for improvement acted on immediately.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outdoor play and learning environment

The leadership and management of the early years provision

All the staff working at the setting have exceptionally high aspirations for quality. The manager is an excellent leader and role model, supporting her staff in developing their personal profiles and professionalism. This means that the staff are very well qualified and highly skilled in their teaching. They use their knowledge and understanding to best effect in progressing children's development. The setting is particularly well organised with detailed policies and effective procedures that safeguard the welfare and well-being of the children. Comprehensive risk assessments minimise hazards and help ensure that the children can play in safety. The manager and staff work together as a highly effective team to develop secure and caring relationships with all the children. Self-evaluation is ongoing and all contributing towards highlighting the setting's strengths and weaknesses and looking to practical ways to improve the service they offer.

There are excellent partnerships with parents. Staff and parents work closely together to maximise children's progress with the pre-school involving parents in extending their child's learning at home. They encourage parents to discuss with their children what they would like to do at pre-school and add their 'children's voice' to feedback sheets. Parents feel that the setting works closely with them and the school to enhance development and ensure a smooth transition to school life. They feel the staff really know the children and are highly supportive in developing the children's confidence. They feel that the pre-school has an excellent and well-deserved reputation.

The quality and standards of the early years provision

Children arrive at the setting eager to greet their friends and begin their play. The staff provide a wealth of independent and adult-led activities for children to choose from each day. The children readily select activities, playing matching and threading games together or helping each other solve problems on the computer. The staff are consistent in encouraging the children to solve their own problems and so children learn to be active learners with excellent abilities to think critically and be creative in their problem solving. As a result children are keen to express their thoughts and ideas, helping them to develop excellent reasoning skills. The setting is highly effective in ensuring that all the children are well integrated and achieving as much as they can, and in overcoming barriers that could prevent this. For example, staff support the children in playing together to develop peer group friendship bonds and the children learn makaton signing to talk to their friends and the staff. This helps children with less developed language skills communicate more effectively. Children's personal and social skills develop especially well as staff foster caring and considerate attitudes to others by praising acts of kindness when the children help others. The setting celebrates the language and culture of others and the staff read children stories in different languages. Parents and staff tell children about the customs and traditions of their cultures. For example, how other countries celebrate Christmas.

Children at the pre-school are developing very good independence skills, accessing additional resources independently. They readily accept challenges such as attempting to do up the small buttons on their cardigan. They announce triumphantly 'I persevered and did them all for the first time!' Staff are quick to praise all achievements warmly. As a result children are keen to try new challenges that they set themselves, such as, attempting to complete a puzzle within their chosen timeframe. They are keen to record their success, finding the setting's camera and capture their achievements for inclusion in their learning journey folder. They have a very good understanding of keeping themselves and others safe, knowing that they must ask an adult to help them lift out boxes on higher shelves. They explain to visitors that you must not walk near the 'wet floor' sign 'as there is a danger and you could slip'. Children enjoy books and attempting to write their names, or those of their friends. Staff skilfully manage discussions on letter sounds and shapes. As a result, some children are able to use phonic writing and form letter shapes correctly. Staff promote information technology skills especially well and many children can operate the computer and electronically programmed toys with ease.

Children have great fun at a setting that allows them to experiment and try out new ideas, such as making powder paint 'potions' and using their hands to paint tubes and containers. The children tidy up after themselves, taking responsibility for putting away all of the resources. Consistent boundary setting and warm praise and acknowledgement of achievement mean that children's behaviour is exemplary. Children know about the importance of good hygiene routines and about their bodies. For example, they tell staff that they do not need their coats on when going out to play because it is not raining and they get very hot when they are running around. Overall, children make good use of the outdoors. They play together on tricycles, slides, and play games with bats and balls. They have opportunities to take books outside and learn about the natural world, such as, when a frog is seen hopping around in the setting. The pre-school has identified continuing to develop the outdoor play and learning environment as a priority in further supporting children's learning and development.

Record keeping and assessment are secure. Staff routinely observe children and track their progress carefully using the information to plan future learning activities. Staff are extremely skilful in using a range of strategies to promote learning and development and support all children in reaching their potential. They use incentives such as sticker awards to encourage children to work independently and cooperatively in all the areas of the provision. Careful monitoring of the children's overall well-being ensures that outcomes for children are particularly good. This is a setting where every child matters.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met