

Piglets Pre-School

Inspection report for early years provision

Unique reference number

EY315757

Inspection date

16/03/2012

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

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Description of the setting

Piglets Pre-School was registered in 1991. It operates from a room within the Children's Centre in Castle Hill Primary School in Chessington. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. The Pre-School serves children from the local community and Castle Hill Primary School. The group may care for no more than 28 children in the early years age group, of these, none may be under two years at any one time. There are currently 72 children on roll, but never more than 28 at any one time as children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also supports children for whom English is an additional language. The group opens 47 weeks a year and sessions are from 9am to 12pm, 12pm to 3pm or 9am to 3pm. Eight full-time members of staff work with the children. The manager, deputy and two other members of staff are all qualified to National Vocational Qualification (NVQ) Level 3 in Child and Early Years Care, and the other members of staff hold NVQ Level 2 qualifications. The setting is in receipt of funding for free early years education for 21 three and four year olds and a further six children receive funding as part of a local initiative. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Piglets Pre-school is an outstanding setting that recognises the needs of each child and provides an inclusive and supportive environment in which children thrive. The setting promotes the children's welfare very well, and alongside outstanding safeguarding procedures, ensures that children are very well cared for and looked after. The quality of planning is excellent, with a clear focus on learning, and this is tailored to effectively meet the needs of groups of children. The excellent relationships between the children and adults are another strong feature of the setting. There is an obvious determination amongst all the staff to improve the provision and outcomes for children further, and there is an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

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

- further develop the planning of learning activities to meet the individual needs of all children.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are outstanding and the setting supports children from a diverse range of backgrounds as they develop and grow. All staff have an excellent understanding of child protection procedures. Policies and practices to ensure the safety of children are robust, as are the excellent partnerships that the manager has developed to secure additional support when it is needed. These links, especially with the Children's Centre, are extensive and provide the help some children require. Day-to-day routines are effectively managed and a good range of resources are used and managed well. The setting is spacious and the staff use the space to good effect and both in the indoor and outdoor spaces to provide the children with a range of interesting activities to engage in. The setting has undergone a re-development of its outdoor facilities, which now provides the children with a safe and interesting space to enjoy.

Leadership and management are outstanding. The pre-school leaders have demonstrated excellent ambition to improve the provision and outcomes for the children and have driven necessary improvements very well since the last inspection. The recommendations from the previous inspection have been addressed fully. The staff work together to review the overall effectiveness of the provision in engaging the children. This is well established and the leadership team review successfully the impact of specific learning activities. This demonstrates the leaders have an outstanding capacity to refine and focus planning to meet the learning needs of groups of different children. However, the manager and other leaders recognise that further development of the personalisation of learning is needed to enhance the effectiveness of the provision and so improving the outcomes for all children.

The engagement with parents and carers are good and families are well known to the Piglets team. A newsletter gives a wide range of information about what is happening at the setting and regular meetings with staff give parents and carers good information on how their child is progressing. Some initiatives in the form of workshops aimed at involving parents and carers more in their child's learning have not been as successful as hoped. Support for children with special educational needs and/or disabilities, and English as an additional language is a strong feature of the setting and these children progress as well as their peers as a result. This means that all children are fully integrated and involved in the activities on offer and enjoy equality of opportunity. The leaders have worked tenaciously to access additional support for individuals with profound needs as a result the preschool ensures that all children have equal opportunities to succeed and have fun. Transition links with the local primary school are strong and the pre-school shares information about the children's progress with the reception teachers, which allows good continuity and progression between settings.

The quality and standards of the early years provision and outcomes for children

The children enjoy being at the setting and feel safe and looked after. They have an excellent understanding of healthy lifestyles. They have a wide range of stimulating and engaging learning experiences to try and children achieve extremely well as a result. Children are given a free choice of adult-led or more independent tasks to follow. They demonstrate a good interest in the world around them, for example, problem solving with stepping stones and wooden planks. Staff are deployed well. They observe, monitor, assess and record the progress of the children closely. These records are quickly added to the learning profiles of the children along, with photographic records of some of the activities. The 'Learning Journals' are detailed and a tracking system allows the staff to monitor the progress that the children make over time.

The outstanding activities are linked to themes, such as 'Fairy Stories'. For example, the children have worked on the story of 'Jack and the Beanstalk' and developed cardboard models showing strong creative traits and practiced letter formation of the letters 'j' and 'b', developing good mark-making skills. Children develop skills for the future exceptionally well as they work co-operatively together and demonstrate strong communication skills when speaking to adults. Children move freely between the indoor area and outside. They choose to use the small world resources for individual play or to play with friends or the supporting adults, for example with a stepping stones activity. Children enjoy craft activities, for example making Mother's Day cards. Their excellent hand eye co-ordination enabled them to use glue carefully and to stick decorative materials to the card successfully. Other children, under the guidance of an adult, played with sand or planted seeds and discussed what would happen to them. Many children demonstrate excellent understanding of numbers up to 10 and work out simple arithmetic problems, which they share with their key adult. Children make a good, positive contribution. They demonstrate thoughtfulness and good social skills by taking turns with some of the larger play equipment. The activities they engage in are extremely well planned with a clear focus on the learning outcomes from an activity. This detailed planning ensures that children of all abilities are fully involved, and, as a result, make at least good progress in their learning. The staff are, however, aware of the need to make activity planning even more focused on the needs and interests of all individuals and make the specific personalisation of activities more consistent.

Exciting activities are provided that enable the children to become involved in their local community and to be aware of the wider world around them. Visitors bring exciting materials to share with the children, for example giant African land snails. Children learn about a range of cultures and backgrounds, for example they take part in Nativity and Diwali celebrations. The behaviour of the children is good. Children's diverse needs are valued and nurtured and they are extremely well prepared for the next stage of their education.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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