

Applepips Pre-School

Inspection report for early years provision

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Inspector	David Wynford Jones
Setting address	C/O Offord Primary School, Millers Close, Offord D'Arcy, St. Neots, Cambridgeshire, PE19 5SB
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Type of setting	Childcare on non-domestic premises

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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

Applepips Pre-School was formed in 2005 following the amalgamation of two settings, Little Pips Pre-School and Applejacks Out of School club. It is registered under the Early Years Register and under the compulsory and the voluntary parts of the Childcare Register. It operates from its own mobile building located in the grounds of Offord D'Arcy Primary School, which is situated in the centre of the village of Offord D'Arcy, Cambridgeshire. Applepips offers children aged two years nine months to under five years, and who live in the village and surrounding area, pre-school experiences. The provision can be extended to include a lunchtime club. The setting also runs an after school club and a holiday play scheme for children aged four to 11 years.

The pre-school is open Monday to Thursday mornings and on Tuesday and Thursday afternoons. The sessions run during the school term times from 8.50am until 11.30am and from 12.30pm until 3.00pm. Children attending the morning sessions are able to stay for the lunch club. This operates between 11.30am to 12.30pm. The after school club runs from 3.00pm to 6.00pm on Monday to Friday during term time only. The holiday play scheme runs for up to two weeks during the summer holidays.

There are currently 22 children from two years nine months to under five years on the pre-school roll. Of these, 20 children receive funding for early education. Thirty-five children are currently on roll for the out of school club. However, not all attend every session. This is because the setting is restricted to a maximum of 19 in the existing building. However, when Applepips has the use of the school hall, the number can be increased to 26. Consequently up to 26 may attend the after school and the holiday clubs at any one time.

There is suitable access for adults and children with physical disabilities. The setting has systems in place to support children with special educational needs and those who are learning to speak English as an additional language. Children have access to a secure outdoor play area and the school playground.

Applepips employs four members of staff to work with the children. All have appropriate early years qualifications. One is working towards further qualifications.

The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision meets the needs of children in the Early Years Foundation Stage appropriately. The setting has sound capacity for further improvement. Sound leadership and good team work ensure that all children are happy, and feel safe in an inclusive environment. As a result, the children want to attend and enjoy

learning. They are increasingly becoming independent and are developing their social skills well.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that ongoing assessments are used and analysed more rigorously to identify gaps in children's learning and to accelerate their rate of progress
- refine planning to ensure the learning outcomes are clearly identified and matched to meet the needs and abilities of all children
- make greater use of the outdoor area as a natural extension of the classroom
- increase the frequency of practising fire evacuation procedures.

The effectiveness of leadership and management of the early years provision

The safety and welfare of the children are a high priority. All relevant policies are in place and have been recently reviewed by the management committee. Procedures for safeguarding children are satisfactory. Day-to-day risk assessments are thorough and undertaken conscientiously. Staff are consistently vigilant but especially at the start and end of the sessions. They check each child into the setting and make certain that, at the end of the session, the children are handed over safely to the named person. Accidents are dealt with well because all staff hold first aid certificates. However, the setting does not carry out fire evacuation drills sufficiently regularly. There is a named member of staff who manages the support of children with special educational needs and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. There are currently no children learning to speak English as an additional language. However, the play leader is confident that should the need arise appropriate support would be available for the child. Staff promote the children's understanding of healthy living well. They are able to demonstrate good practice as several members of staff have been trained in safe food handling.

All staff contribute to the day-to-day smooth running of the setting. The play leader is working satisfactorily with staff and outside agencies to review the provision and to clearly identify the next steps to help improve outcomes for children. She encourages staff to contribute to the vision for the development of the setting through regular staff meetings and curriculum planning sessions. As a result, the self-evaluation accurately reflects the setting and clearly identifies its strengths and areas for development. Staff make the best use of the limited classroom space to provide an appropriate learning environment. However, they do not consistently use the outdoor area as a natural extension for classroom activities.

Satisfactory assessment procedures are in place. These have yet to be consolidated and used effectively to monitor children's progress, to identify

strength and areas for development in the provision and accelerate the children's progress towards the Early Learning Goals. Assessments are reasonably accurate, recorded systematically and are regularly shared with parents. Links with parents are satisfactory and have improved since the last inspection. Their views are valued. Parents are encouraged to join their children for various sessions and to take part in different activities. Discussions with parents confirm they are pleased with the provision and appreciate the friendly approach by members of staff. One parent said, 'staff will always listen to you and follow things through'. The management committee is supportive and is taking a more active role in the running of the provision and contributing to its development.

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

Staff are welcoming and work together well. They ensure that the children are happy, feel safe and settled. The children quickly form good relationships with members of staff and with each other. As a result, they behave well and quickly grow in confidence. The recent emphasis placed on ensuring a balance between adult and child-initiated activities provides the children with satisfactory opportunities to develop their independence and to enjoy learning.

Staff assess that most children start with skills and knowledge broadly similar to those typical of their respective ages. Key workers provide satisfactory direct support and guide each child's learning experiences. As a result, the vast majority make sound progress in all areas of learning and in taking responsibility for themselves.

Staff are in the early stages of planning a framework. They meet weekly to identify activities that stimulate and capture the children's interest but do not identify what they expect the children to learn as the outcome of the activity. As a result, the activities are not matched to meet the needs and abilities of all children and to accelerate their rate of progress.

The children's understanding of healthy living is good. They act responsibly as they help themselves to milk, fresh fruit or vegetables and know why eating fruit helps them stay healthy. They know the importance of putting on their coats when going outside to play in cold or damp weather. They take care as they run around the playground and are developing a good understanding of staying safe. Children are developing a sound understanding of contributing to the community by sharing, helping to put equipment away and by taking part in local events, for example harvest festival.

The lunch club provides the children with good opportunities to develop their social skills and to begin to become accustomed to life in the primary school. The progress they make in developing their social skills and becoming independent, combined with the good links with the primary school prepare them satisfactorily for the next stage of their education.

The after school club enables children to relax in a secure social environment.

There is a good range of equipment and activities for the children to choose from while playing and talking with their friends. Appropriate safeguarding procedures and updated policies are in place.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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