

# Little Pickles

Pickles Coppice Children's Centre, 65 Windermere Avenue, SOUTHAMPTON, SO16 9QX

## Inspection date

08/05/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- The leadership and management team is effective, hardworking and determined to establish a superb pre-school. Children therefore make good progress in their learning and development given their starting points, their individual needs and length of time they have been at the setting.
- Staff reliably identify children whose learning and development are above or below the expected level and the actions required to help them further. Highly effective working with outside agencies ensures children are referred promptly to specialist services.
- Relationships between staff and children are trusting and good. Children are developing a strong base from which to explore and gain confidence.
- Partnership working with parents is developing well, because staff listen to parents' needs and aspirations for their children and offer a range of ideas, resources and workshops that are useful to them.

### It is not yet outstanding because

- Opportunities to challenge more able children outside are sometimes missed.
- Occasionally some staff are inconsistent in the way they promote children's positive behaviour.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, and the nursery's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Little Pickles registered in 2013. It is run by Southampton City Council. The pre-school operates from a self-contained suite of rooms at Pickles Coppice Children's Centre in Millbrook, Southampton. All children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The pre-school is open each weekday morning from 8.40am until 11.40am, during term time. It is in receipt of funding for the provision of early education for two-, three- and four- year-old children. Staff welcome children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 23 children on roll, all of whom are in the early years age range.

The local authority employs a qualified lead practitioner and five qualified members of staff to work with the children. All staff are qualified to level three in early years and the lead practitioner holds a level five qualification.

### What the setting needs to do to improve further

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

- identify and consistently implement a range of strategies to support children as they learn to manage their feelings and behaviour in a positive way
- strengthen opportunities to challenge more able children in the outdoor learning environments.

### Inspection judgements

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

Children are making good progress in their learning and development in this new children's centre-based pre-school. Highly committed staff work hard to develop good educational programmes that meet all the needs of the children in their care. There is a clear focus on developing children's personal, social and emotional skills across the pre-school. Children are learning to play well together, sharing and taking turns as they begin to take account of each other's needs and feelings. Staff prepare and make accessible a wide range of activities, which encourages children to follow and develop their own interests. Children can choose to play in a well-equipped role-play area or have a quiet time in a cosy corner with a toy or book. Other areas are equipped with puzzles and games to promote children's experience in sorting and matching colours, shapes and

numbers.

Staff are on hand to help as children choose the resources and activities that interest them. They give children plenty of time to follow their own interests, before extending their thinking with a new idea or approach. Children concentrate for longer periods as they satisfy their own curiosity in measuring and mixing dough. They choose to add cocoa powder from a selection of colours and flavours. Staff wonder if children are making sweets and this careful prompt is enough to spark children's imaginations, so they begin to plan types of sweets, presents and packaging. Children rise to challenges as they handle the texture of sticky dough and learn to knead it into a smooth ball. They move on to design and paint packaging for their 'sweets' and label them as gifts for their parents. This is good quality teaching, which makes the process of learning fun, creative and worth investing in. Consequently children make good progress across a range of areas of learning and development.

Staff also prepare and follow children's interests when playing outdoors. Sandpits and white boards facilitate the development of hand control as children learn to manipulate sieves, scoops, pens and paper. A large, covered patio area provides an extensive dry floor space in the wettest of weather. Here children enjoy learning to build constructions from large wooden blocks, with ramps and obstacles for their cars to negotiate. As spaces and resources are plentiful, and staff are deployed well, children's creativity and investigations flourish with few interruptions. Many children do not have such exciting gardens to explore at home and really enjoy learning outdoors. However, occasionally, some staff miss opportunities to build on more able children's enthusiasm for understanding the world and to use this rich environment to target and challenge their thinking.

Staff are rapidly developing good systems to observe, target and evaluate children's progress across all areas of learning. They begin by listening to children's parents and carers as together they establish children's current interests, achievements and needs. On this basis, staff plan activities that capture children's imaginations. Staff observe what children can do and identify their next steps in learning across all subjects and skills. Additional training in the 'Every Child's a Talker' programme helps the staff identify any gaps in children's communication, language and speech skills. Staff and parents then work together to focus on closing those gaps or seeking further guidance from speech and language therapy services. Staff review and share progress across all areas of learning on a termly basis. They use this knowledge to plan activities for small group work and as they nurture children's understanding across the pre-school. As a result, even children whose starting points are below those typical for their age show clear improvements in their learning.

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

Most families welcome staff into their homes for a visit, prior to their child's start at pre-school. Staff listen intently to parents' accounts of children's progress and their aspirations for them, so they can use this information to support children's learning and care. This

helps set the scene for a good and trusting partnership to support children's learning and welfare across home and pre-school. Staff are sensitive to children's individual needs and tailor care to meet those needs. Children, therefore, tend to settle in quickly as they feel safe and secure in the presence of staff that show they understand and care for them. Each child's key person develops this special role further with children and their families during their time at the pre-school. This provides children with a strong base upon which they can build their confidence, feel able to try new things and take risks appropriate to their ages. As they succeed, staff offer praise and encouragement to try the next challenge. Children learn in an environment where it is safe to make mistakes and try again, and where staff notice and celebrate their efforts.

Experienced staff model the behaviour they expect from children across routine events in the day. However, on occasions, there are inconsistencies in strategies across the team, which give mixed messages to children. Nevertheless, children are learning to sit down to eat at the snack table and share food fairly. Staff also coax children into trying and enjoying a wide selection of fruit and vegetables by appealing to their sense of fun. For example, when colourful peppers become traffic lights, they attract the interest of children who did not previously wish to try them. Children learn how to communicate with their friends over a meal as they talk about round crackers and practise spreading squares of toast. Staff also help them become increasingly independent in managing their own washing up as they put bowls of soapy water at children's height.

Children's behaviour shows they feel safe in the pre-school. They are quick to go to any member of staff when they are unsure of themselves or need help. Children meet in groups with their key person at the start of each day and this helps to provide stability and reassurance when they feel vulnerable. Staff encourage children to learn to be independent in managing their personal needs relative to their age. For example, aprons, waterproofs and wellie boots are easily accessible for children to put on themselves, as they need to. This supports free movement between activities indoors and outside, as children do not have to wait for staff that are helping younger children. The garden includes pockets of different areas to support children's development. It provides many opportunities for staff to help children learn to think through everyday risks and how they might manage or avoid them. This leads to children gaining confidence in their physical skills and abilities in particular. Staff recognise children's love for the outdoors and support their activities during lengthy periods in the fresh air. Children enthuse about their new vegetable plot, where they nurture a wide range of salads and vegetables from seedlings to sturdy potato plants. This helps staff teach children about the foods that keep their bodies healthy.

A range of practices help children settle into the pre-school and link targets across agencies and other settings. Staff are now planning how they may make children's moves to school be as smooth as possible. Close working with all those involved with the child greatly aids this process, particularly when children have additional needs and challenges. Staff are also making contact with teachers in the surrounding primary schools. There is a keen focus on preparing children emotionally for change and making a concerted coordinated effort to fill any gaps in development prior to the start of school. Children talk with confidence about going to 'big school'.

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

The leadership and management team has a strong drive to improve achievements for all children and has made a significant start in building a new pre-school with the capacity to do so. Together it has worked tirelessly to prepare all the mandatory paperwork necessary for the safe management of the nursery. Training programmes and supervision continue to ensure staff learn how to implement them on a daily basis. Education programmes are strengthening as the leadership team constantly reflects on its practice and potential improvements to meet the needs of this new team of staff. Good partnerships with the specialist teachers, advisers and the multi-agency teams at the children's centre support them in this process. Such close monitoring of children's welfare and learning ensures children are happy and making good progress.

Good systems are in place to monitor and revise the education programmes for children, particularly across the prime areas of learning and development. These ensure that activities have sufficient breadth, depth and challenge, and reflect the needs, aptitudes, and interests of all children. Overviews of children's progress across time mean that managers quickly identify any gaps and delays in children's learning. Early identification of children's needs leads to more focused teaching and when necessary, timely interventions from specialist agencies. Good partnerships with the other services using the children's centre are in place, so that most children who need quick referrals to specialist support get them. Parents and carers comment very favourably on how well staff support them and their children through challenging times. They note with appreciation the guidance they receive when managing their children's needs across different settings and appointments.

The leadership and management team clearly understands the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a strong focus on developing staff's knowledge in safeguarding children and helping them implement all measures to protect children appropriately. Each staff meeting includes a focus on developing staff confidence and observations to further protect the needs of individual children. Contact details for the Local Safeguarding Children Board are clearly on display for staff and parents, and key policies are available for parents to review. Systems for vetting and recruiting staff are robust. There are also clear procedures for ensuring the staff at the pre-school remain suitable to work with children. Systems are in place for induction training, regular staff supervisions and annual appraisals. These measures all help to make children's safety the highest priority, linking in daily risk assessments and routine good practice. As a result, staff do everything possible to make and keep the environment safe for children.

A wide range of training has and continues to be available to this new team of staff, covering all areas of learning, child welfare, and special educational needs and disabilities. In particular, the positive impact of the 'Every Child's a Talker' project on children is evident. All staff have recently updated training in first aid and in food hygiene. The pre-school keeps written records of accidents, injuries and first aid treatment, informs parents

as required, and evaluates safeguarding practices across the setting on a regular basis. Staff and children practise evacuation drills at different times of day and the week. Parents and carers say they feel their children are in a safe place and feel confident in the high level of precautions taken to make children feel safe, secure and welcome.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY470899
<b>Local authority</b>	Southampton
<b>Inspection number</b>	944305
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Southampton City Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02380878387

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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, which are usually the childminder's 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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