



Little Pilgrims

Pilgrims Pre Preparatory School, Brickhill Drive, BEDFORD, MK41 7QZ

Inspection date	17/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children experience a vibrant and exciting range of activities and resources that support their learning and development exceptionally well.
- Staff have high expectations for what children can do. As a result, children grow in independence and confidence at the nursery.
- Children's physical development is incredibly well-supported by free use of the outside area. Children climb, run, balance and jump with enthusiasm and increasing skill.
- Children's engagement with Forest School activities help them to gain an understanding of safety while experiencing measureable small risks for themselves.
- Leadership is inspirational and highly effective in motivating a happy staff team who share the same drive for high standards.
- Staff use self-evaluation to further develop the already outstanding practice and are fully committed to continuously improving quality for children.

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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 children and staff engaged in activities in each room, the outside area and separate hall.
- The inspector conducted a joint observation with the manager.
- The inspector had a meeting with the manager and the training and curriculum manager.
- The inspector looked through a sample of required documentation including children's learning journals to track their progress.

Inspector

Hayley Marshall

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Full Report**Information about the setting**

Little Pilgrims is part of a co-educational independent school operated by the Harpur Trust Bedford. The provision opened in 2001 and operates from rooms in a purpose-built building and within the school site. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Brickhill area of Bedford. The provision provides care for children under the age of three as well as funded early education for three and four-year-olds. It also provides before and after school care and holiday care and is open for 46 weeks of the year. The baby, toddler and kindergarten sessions are from 8am to 6pm, with children able to attend half day sessions including 8am to 12pm or 1pm to 5pm. The nursery is open each weekday from 8am to 6pm. All children have access to secure enclosed outdoor play areas. There are currently 101 children aged from three months to three years attending the nursery. Children come from a wide catchment area. The provision currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision employs 36 staff. Both the manager and training and curriculum manager hold Early Years Professional Status, 20 staff are qualified at level 3 and three staff have a relevant level 2 qualification.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- build upon children's excellent opportunities for free choice by following very young children's lead when they want to play outside.

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

Children thrive at the nursery because of the excellent range of activities staff provide for them. The innovative and engaging activities encourage children to explore, investigate and use their imagination. For example, the youngest children at the nursery take great delight in playing an organ. They excitedly push buttons and squeal with pleasure as the music gets louder. They move their whole bodies in time with the music supporting their development in expressive art and design. Staff create areas where children can make believe, such as, pirate ships and buses, using climbing frames. This supports children to express their ideas through role play. Children make huge leaps in their personal, social and emotional development because of the nurturing and genuine care staff show them.

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As a result, children are gentle and affectionate towards each other. This helps children to settle and gain a sense of security at the nursery.

Staff have high expectations for what children can do. This means that they provide challenge for children. Children come in from the outside area to collect water for the seeds they plant. They hold the watering can at an angle to ensure they do not spill the water while carrying their seed pots in the other hand. Young children are encouraged to climb up slopes and slide by themselves under the discreet supervision of staff. This enables children to test themselves as they persevere at activities until they achieve what they desire. These are excellent skills that children will use with superb effect as they move forward in their learning and eventually in school.

Children have abundant opportunities to develop their physical skills. They move between the outside and indoor area freely, although at times younger children need to wait for staff before they can play outside. Children hide in dens, climb and carry equipment around with them. Young children lift large stones and push and pull toys developing their large muscles. Children practise their writing and develop the smaller muscles in their hands by running their fingers through different materials, such as, sand and shaving foam. They use tools with confidence and are able to paint and draw purposefully because of the many ways they practise these skills. Children embrace technology as they further their interest in making marks and drawing by using the computer mouse to make pictures.

Staff understand the importance of developing children's language and communication skills. When children experience delay in their speech staff help them to express themselves by teaching them basic sign language. Staff engage in discussion with children as they play together. Those working with the youngest children appreciate their early attempts at conversation and respond to the noises they make. As children know that what they say is of value, they become confident and capable communicators. They develop an enquiring mind where they ask 'why' and 'how?' questions to further their understanding. Staff read to children, changing the pitch and tone of their voice. This engages children who become absorbed in the story and anticipate its ending. This develops their literacy skills and love of books and reading. Staff know how to support all children including those who speak English as an additional language and who are gifted and talented. This helps all children to make extremely good progress in their language development and communication.

Parents make a significant contribution towards their children's learning because staff provide multiple ways to engage them. Parents complete 'Wow' comments where they share children's achievements at home. When parents notice that children develop an interest, such as lining up their favourite toys, staff build upon this. They help children to further the interest by introducing size and sequence in their lining up of toys, developing their mathematical knowledge. A summary of children's learning provides parents with information about what children will learn next, allowing them opportunity to support these at home. This fully embedded practice of sharing information helps children to experience continuity between home and the nursery.

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

Children move between home and the nursery with confidence because of the excellent relationships they share with staff. The key person system is highly effective because staff know children's individual needs very well. This helps them to intuitively respond to children's changing moods and alert them to their tiredness or need for comfort. Children seek out staff for comfort and to share experiences further demonstrating the comfort they feel in their care.

Children are able to keep themselves safe because staff encourage them to take manageable risks. Children engage in Forest School activities where they walk to the wooded area and enjoy eating marshmallows and making dens. Children listen intently to the rules staff give them and follow them readily, expressing their understanding by talking about what they can and cannot do. Children are able to explore the nursery as they chose, moving from room to room to visit their siblings. This increases their confidence in the nursery surroundings and supports children to gain a sense of community.

Staff promote children's good health by providing a nutritious snack and meals. All children including the youngest at the nursery are able to communicate when they feel full. This means that meal times are leisurely, social occasions where children are well-nourished, leading to feelings of contentment. Children have twice weekly swimming lessons within the school building and use the large hall to practise racing. This supports children's positive attitudes towards exercise as part of their usual routine. It also provides children with opportunity to dress and undress themselves helping them to gain independent skills. Children sleep and rest when they are tired and staff follow their home routines. This meets children's individual needs and supports their well-being extremely well.

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

There are extensive procedures in place to help keep children safe at the nursery. Induction of new staff is thorough to help make sure that those who work with children are safe to do so. Staff undertake risk assessments that help them to maintain a safe environment. They take safe measures, such as, closing gates to the slide, until staff can provide their full attention when supervising children. Children use low-level chairs with safety straps to help them to feel safe as they sit at tables to eat and drink. Staff check children finish what they are eating before they get down from the table, to prevent any risk from having food in their mouths. Safe adult to children ratios are maintained throughout the day as children's routines change. This ensures that adults can meet their needs at all times, including while they sleep.

The inspirational manager is uncompromising in her pursuit of excellence. She communicates this high ambition clearly and effectively to the staff team who share her desire to provide outstanding quality care for children. The shared vision means that staff

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are proactive in finding engaging and innovative ways to further children's learning and enjoyment. Staff supervision is highly impressive and in-house training helps all staff to develop professionally for the benefit of children. Monitoring of the curriculum and children's progress are detailed. Staff collect data to help them to effectively target support where it is needed most. A regular audit of children's learning journals ensures that the high quality practice is consistent amongst all staff. This helps all children to make excellent progress in all areas of learning and development. Where children need extra support, staff identify their needs swiftly and take decisive action to support them. They work in highly effective partnerships with outside agencies, such as, Special Educational Needs Coordinators, to develop individualised learning plans for children.

Parents place high regard upon the care their children receive and are extremely happy with the progress their children make. Information about children's learning, such as, the progress check at age two, helps parents to know exactly what their children do at the nursery. Staff listen to parents views and where possible make adjustments to accommodate their wishes. Regular questionnaires help parents to share their views and directly impact upon the way the nursery operates.

The Childcare Register

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

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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	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 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 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.

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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	EY453343
Local authority	Bedford Borough
Inspection number	886797
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	155
Number of children on roll	101
Name of provider	The Harpur Trust
Date of previous inspection	not applicable
Telephone number	01234 369555

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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

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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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