



## Little Love Lane Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	119764
<b>Inspection date</b>	11 May 2006
<b>Inspector</b>	Marilyn Joy
<b>Setting Address</b>	Love Lane, Cowes, Isle of Wight, PO31 7ET
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<b>Registered person</b>	Little Love Lane Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Love Lane Pre-School opened in 1997 and is owned and managed by a committee. It is situated in a separate annexe in the grounds of Love Lane County Primary School. It is in the Cowes area of the Isle of Wight. The pre-school have sole use of a fully enclosed outdoor play area.

The pre-school is registered for 65 children from birth to 8 years. A breakfast club operates from 08:00 to 09:00. Pre-school sessions operate from 09:00 to 11:30 and

12:30 to 15:00. Lunch care is provided from 11:30 to 12:30. The after-school club operates from 15:00 to 18:00. All of these sessions are Monday to Friday, term time only. A holiday club operates from 08:00 to 18:00 Monday to Friday during school holidays and children may attend all or part of the day. The holiday club does not open on bank holidays or for two weeks over the Christmas holiday period.

There are currently 86 children on roll, of these 41 receive funding for nursery education. There are 6 children with special educational needs and a small number who speak English as an additional language. Children attend for a variety of sessions either full or part-time.

There are 14 staff who work with the children, of these 10 have a relevant early years qualification and 1 is working towards a qualification.

Little Love Lane Pre-School receives guidance and support from the reception class teacher of Love Lane County Primary school. They are members of the Pre-School Learning Alliance. They receive support visits from the development worker of this organisation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is effectively promoted by staff who have a clear understanding of health, hygiene and nutrition. They have attended training in food hygiene. Children's food is labelled and stored appropriately. Dietary requirements are monitored and the pre-school is a nut-free zone. Children are offered healthy snacks of fresh fruit and at lunch time they can choose either a nutritious lunch supplied by the school or bring their own lunch box. Drinks are offered at snack time and water is freely available, particularly when playing outside in hot weather.

Consistent everyday routines help children develop good health and hygiene practices for themselves. They wash their hands after using the toilet and before meals. They put on sun cream and wear sun hats during the summer. Children are gently reminded if they forget. Effective hygiene practices observed by staff helps prevent the spread of infection, for example when changing nappies and preparing meals. Excellent systems are in place for ensuring all staff and students are aware of individual health and dietary requirements. A pictorial chart is displayed so all staff can easily check for allergies and individual needs.

Children enjoy daily fresh air and exercise. They play in the garden and babies are taken on walks. Children have space to develop their physical skills. They become proficient at manoeuvring wheeled toys, balancing on the tyres and using the small slide. Older children play more adventurously on the equipment and have regular movement sessions in the school hall. However, there is limited large equipment in the garden to fully extend more able children. All ages use a range of small equipment to develop their hand-eye co-ordination. They practise scooping up the sand to fill different size containers, pour water into cups and use different mediums

and tools during craft activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright and welcoming environment which is effectively planned to provide exciting areas for children to play. Displays of children's work decorate the walls and ceilings. Notice boards provide information for staff and parents. The premises are well-maintained and cleaned daily. There is a good range of toys and equipment throughout the pre-school which is clean and in good condition. Low level and accessible storage is provided in all rooms and means children of all ages can access resources easily.

Children's safety is given a strong emphasis. Effective risk assessments are completed to ensure appropriate safety equipment is in place throughout and potential hazards are eliminated. Risk assessments are conducted when taking children on outings and emergency supplies are taken, however, clear records are not retained of who went.

Children's welfare is safeguarded because staff have attended children protection training and have a clear understanding about their responsibilities. The premises are secure to ensure that children cannot leave them unaccompanied. Evacuation procedures are practised and staff are aware of their particular duties so that children are evacuated quickly.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled. They are involved, motivated and engaged in activities that are appropriate for their age and stage of development. They become engrossed in activities that they enjoy, for example babies enjoy splashing in water and toddlers explore the texture of cornflour and water. They have a go at blowing bubbles and excitedly chase them. Children develop independence in caring for themselves and making choices because resources in all areas are easily accessible and staff encourage children to select what they want. Birth to three matters is used well to plan activities to support children's development in all areas and assess their progress.

Babies are cared for by a consistent team of staff who provide a calm atmosphere where they can explore a stimulating range of resources and activities. Daily routines accommodate their individual needs and habits. Parents describe good settling-in and transition arrangements which enable children to happily move from one age group to another. The free-flow system means there are times when all ages can play together and learn from each other. They develop confidence in their interactions with each other. Toddlers enthusiastically play outside. They experiment with water, sand and dough. Children move from one activity to another and they are supported by staff who know them well.

The Breakfast Club is a relaxed and friendly session where children from the adjacent school can join the pre-school children for a short period before attending school. They choose what they want to play with or enjoy a leisurely breakfast with the younger children. At the end of the day children attending the pre-school join together and share activities before going home. The focus at these times and during the holidays, is on children making choices and directing their play. Children benefit from the relaxed relationships they develop with staff.

## NURSERY EDUCATION

The quality of teaching and learning is good. Staff use their knowledge of the Foundation Stage well to offer activities and experiences that contribute to children's progress in all areas. Children have time to explore resources at their own pace and develop their own ideas. Observations of children's achievements are used to record and monitor their progress. Their next steps for learning are usually identified and discussed at staff meetings so they can be incorporated into planned activities. Daily focus activities offer an opportunity to promote development in a particular area, although presenting activities at the right level is reliant on staff experience and knowledge of individual children. The pre-school room is set up well to interest and inspire children's learning. A stimulating range of resources is used effectively to support their development in most areas. Children spend a lot of time outside and enjoy the selection of resources available, however, there are few to fully extend their climbing skills or imaginative play.

Children are engaged in activities they enjoy. They demonstrate good levels of independence in their personal care and in organising their play. They are familiar with the daily routines and generally know what is expected of them. They excitedly line up to go outside and chat to each other as they wait. Group activities are generally organised well to encourage concentration and are differentiated to suit individual needs. Staff spend time encouraging children so they gain confidence and happily join the reception class for parachute games. Many children are confident communicators. They initiate conversations with others and ask for help when needed. There are effective systems in place to encourage language development and Makaton sign language is often used. Children practise their pre-writing skills and hand-eye co-ordination as they use different tools and equipment. They attempt mark-making in the writing area, although some opportunities are missed to encourage writing for a purpose such as when playing outside. Children listen attentively to stories and enjoy acting them out.

Children explore, investigate and experiment with the texture and properties of different media and materials. They make potato prints, model with dough, fill bottles with sand and create their own collage. They become engrossed as they play. Mathematical language is effectively introduced. Many count confidently and recognise numerals. They count the legs on insects and compare how many bricks are in their towers. They are introduced to positional language as they play. They gleefully hide big and small stones and are delighted when staff join in their play. They find out about the world around them through a broad range of topics that are presented well. They learn about growing when planting seeds for their garden centre, use reference books to find out about insects and look at tadpoles through a magnifying glass. Children enjoy music. They join in with singing and dancing. They

play musical instruments and listen attentively to the leader so they know when to play loudly and when to stop.

### **Helping children make a positive contribution**

The provision is good.

Children demonstrate a strong sense of belonging in the happy and relaxed way they come into the pre-school. Staff are prepared for their arrival and are ready to offer comfort and reassurance where necessary. Parental involvement in settling-in routines contributes to children feeling confident and secure. Children are valued and their individual needs responded to. They willingly share their experiences from home and become aware of the wider world through topics and activities. Good relationships with parents means children's individual needs and parent's wishes are incorporated into the care provided. Diaries are completed daily for under 3's and record their care routines and activities, and progress records are completed for all children. However, not all parents are familiar or confident with the systems for accessing this information each day.

Children with special needs receive excellent support. Enthusiastic and dedicated staff get to know them well and provide focussed support particular to their individual needs. The Special Educational Needs Co-ordinator liaises well with outside agencies and parents and ensures all staff are consistent in their care of each child. Support for children with English as an additional language is informal and parents are encouraged to be involved, for example by providing written examples of their language.

Partnership with parents is good. Parents receive good quality information about the educational programme and are encouraged to be involved in their child's learning. Details of weekly topics are displayed and children's next steps for learning are shared regularly. Children's spiritual, moral, social and cultural development is fostered. Children form positive relationships with adults and their peers. Clear boundaries, as well as praise and encouragement, helps children learn what is expected of them and consequently behave well. Effective behaviour management strategies are shared with parents and consistently followed. Children have time to play and have fun.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Robust recruitment and employment procedures ensures children are cared for by qualified and experienced staff. Continued professional development is encouraged through training and appraisal. Happy and enthusiastic staff who enjoy their work, are a key strength of the pre-school. They are deployed well and have a sound understanding of their roles and responsibilities which contributes to children being happy and settled. Children benefit from the regular routines and well-planned sessions. Babies in particular benefit from being cared for by a consistent team of staff that they get to

know well. Efficient use of space means children can move freely indoors and outdoors, and develop confidence in their surroundings. They have opportunities to become familiar with staff and children in other rooms, which has a positive influence on how they settle when moving up from one age group to another.

Comprehensive policies and procedures underpin the smooth operation of the pre-school ensuring children are safe and well cared for. Most documentation is maintained to a high standard and is readily available for inspection.

Leadership and management is good. Dedicated management and effective organisation provides a sound foundation for children's care and learning. Regular monitoring and review of practice demonstrates a strong commitment towards the continual development and maintaining of high standards. Staff work well together to promote positive outcomes for children and enable them to make good progress towards the early learning goals.

### **Improvements since the last inspection**

At the last care inspection the pre-school was asked to improve documentation relating to children's attendance and the recording of accidents. The systems have now been changed. Parents record children's times of arrival and departure, they are then marked into the daily registers by staff in each room. New forms have been developed for the recording of accidents. Staff are able to clearly record children's names, details of the accident and any first aid that was provided. This information is then shared with parents. The pre-school was also asked to improve the quality of the book area. This has been addressed by providing a book area in each room furnished with low level and accessible storage units and comfy cushions so that children can relax and enjoy their reading. Each room has a selection of age appropriate books which children can freely select. Many are new, up-to-date and in a range of styles, such as colourful board books, reference books and stories.

At the last inspection of funded education the pre-school was asked to improve the organisation of large group activities, such as story time and snack time, to ensure individual children are fully engaged. The pre-school has made changes to the organisation of these activities. Children are divided into smaller groups for stories so that books can be chosen to suit the children in each group and engage their interest. Staff sit with the children to encourage them to concentrate and participate in the story. A café style system has been introduced at snack time so that children choose when they want their snack. They sit in a small group with a member of staff. Children are encouraged to interact with each other as they enjoy their snack. Group activities are more effectively organised and staff involvement encourages children to participate fully.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received two complaints relating to National Standard 11 – Behaviour. The first complaint related to a number of biting incidents and an accident. We investigated these concerns by carrying out an unannounced

inspection in June 2005. Concerns were addressed with the provider and a recommendation was made, relating to National Standard 7- Health, to improve the recording of accidents. The second complaint also related to a biting incident. We asked the provider to investigate this concern and report back to Ofsted. The provider addressed the concern by way of a detailed report. We are satisfied that the registered person has taken appropriate steps to address the concern. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure an accurate record is maintained of outings and includes the names of children and staff
- consider ways of making children's records more accessible to parents, for example their daily diaries.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the outdoor area so that more able children are fully extended in the play for example through having access to larger play equipment and resources to support role play, such as materials for mark making.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:



