



# Little Learners Crayford Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336431
<b>Inspection date</b>	15 November 2006
<b>Inspector</b>	Claire, Alexandra Parnell
<b>Setting Address</b>	Chapel Hill, Bexley Lane, Crayford, Kent, DA1 4BY
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<b>Registered person</b>	Little Learners Crayford Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 Learners Crayford Pre-School has been in operation in Crayford since the 1970's. It previously operated from the Methodist Church hall but relocated to the Baptist Church in 2006. It is owned by a private partnership.

The Baptist Church is located in a quiet residential area of Crayford. The setting has access to the main hall, a separate side room, both sets of toilets, a kitchen, an entrance hall and a secure outside area.

The group operates from 09:30 until 12:00 Monday to Friday, term time only.

The setting is registered for 26 children from two to five years, at any one time. At present a total of 32 children are on roll, of these 24 children receive funded Nursery Education. Systems

are in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The setting is a member of Bexley Early Years Development and Childcare Partnership and receives support from the Early Years Advisory Teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from good procedures and practice to promote their understanding of personal hygiene. They are reminded to wash their hands with accessible soap to ensure that they are clean after messy play, toileting and before eating. Children quickly learn the importance of this and remind others. Children wipe their noses and dispose of the tissues and cover their mouths when they cough to prevent cross infection, although some children are not sure where to get a tissue from. Effective procedures and practices are carried out to care for children when they are ill and to ensure they are well enough to return to the setting.

Children's ongoing health is monitored and provided for the effective recording of existing injuries and for administering medication. However, accident records are not always recorded accurately, with a lack of children's details and opportunities for parents to view other children's accident details.

Children learn about making choices from, healthy snacks and drinks. They can access drinks throughout the session, deciding when to drink. They also have a choice of drinks at snack time. They demonstrate a clear understanding about healthy choices, talking about the benefits of water and milk. Children's intake of drinks is carefully monitored by staff who remind children to drink if they have not been seen drinking throughout the session, therefore promoting their wellbeing. Children have numerous opportunities to take part in rigorous physical exercise both indoors and outdoors. They use small equipment effectively to extend their skills such as throwing and catching balls and rolling hoops. They are aware of using space effectively, moving safely around the hall and negotiating space with other children and equipment. They also have an emerging understanding of the effect exercise has on their bodies, as they request drinks after physical exercise and comment on how tired they are.

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

The provision is good.

Children play in a very safe and secure environment. The accessible areas to children are regularly assessed for potential hazards and immediate action taken to promote children's safety. Both indoors and outdoors areas are made secure to ensure children cannot leave the premises unaccompanied or unauthorised people entering the premises unaccompanied.

The equipment used by the children is relevant to their size and age to ensure that they can use them appropriately. The staff place floor activities appropriately to prevent children from tripping and leaving exits accessible. Gates are used effectively to prevent children accessing

inappropriate areas. Children's resources and activities are pre-selected and made accessible to them to encourage their safety and promote choice.

Children learn about the procedures to follow to ensure that they can leave the premises appropriately in an emergency. Staff are deployed around the setting well to ensure all children are supervised effectively, kept safe and given as much independence as possible, such as toileting. Rigorous procedures are placed to ensure staff are aware who is authorised to collect children from the setting.

Children learn about their own safety and the safety of others through discussion and explanations of their actions, such as throwing toys and how it hurts other people.

Up to date procedures are in place to promote children's welfare and protection from harm. Staff have a basic knowledge of support systems and records to ensure safeguarding procedures are implemented.

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

The provision is good.

Children are settled and very happy in their setting due to the staff's consistent and positive interaction with all children and sensitive approaches to new children. They receive reassurance and encouragement to participate in all activities and to try new play experiences. Children are enthusiastic and show good interest in playing with all pre-selected resources. Children learn to make choices and decisions as to who to play with and what to play with. Therefore their communication, confidence and social skills are enthusiastically encouraged and promoted at all times.

Children's development is recognised, planned for and promoted through the effective use of both The Birth to Three Matters framework and the Foundation Stage. The well thought out layout of the room promotes children's independence and choice to play with whatever they choose. This is regularly assessed and changes made to increase the effectiveness for children. A good selection of resources is made available to children to encourage choice, although staff recognise the need for children to self select their play equipment. Although staff follow planned opportunities for children, they often use children's initiated spontaneous play situations to extend their learning, such as discussions about the weather, plants and children's experiences. Children who are not actively engaged in activities are encouraged by staff through discussion and demonstration to join in with other children or to find a quiet activity with the staff to build on their concentration and confidence.

### **Nursery Education**

The quality of teaching and learning is good.

Children benefit from an effective planning system used by all staff to provide and promote all areas of learning within the Foundation Stage for all stages of development. Staff are quick to recognise children's achievements and extend their learning through purposeful play situations. However, the systems for observing children's achievements and progress are

inconsistently used by staff. There are limited links between children's achievement and the stepping stones, with limited references to when this was achieved. Therefore staff are not always promoting children's ongoing progress as their current stages of development are not always apparent. Resources are used effectively to offer challenges to the more able children, such as puzzles, living things and role play. Children with disabilities and learning difficulties receive excellent support within the setting. Outside professionals sensitively work with children and share relevant advice and strategies to allow children to develop to their full potential. These strategies are shared with all staff and parents to promote continuity of care. Staff effectively support all children's concentration by encouraging full participation and enthusiasm for activities. They instil interest and discussion to extend their understanding and inquisitiveness. The staff implement a well prepared record of transfer to ensure details of children's progress can be effectively used by school or other Early Years settings to promote children's ongoing development. Relevant systems are in place to support children with English as an additional language by the use of books, labelling and posters.

Children learn to count for a purpose and identify numbers with every day experiences such as shopping. Children learn to associate shape and size with everyday objects and can use them effectively to sort and organise objects in an order. They have an emerging understanding of one more and use this concept to identify the total number of children attending in the session.

Children communicate with confidence, either verbally, through gestures and expressions, making their needs known to others. They freely make marks as part of creative activities or for a purpose in role play, such as shopping lists. They are beginning to understand the use of labelling and some children attempt to write their name on their own pieces of work as a means of identification. They thoroughly enjoy stories, with all children taking a particular interest in well known books or familiar characters. Children are learning to predict and retell the story through the effective use of repetitive and rhyming words. The book area lacks interesting displays, therefore children show less interest in this area of play.

Children are interested and show intrigue in new and inviting activities. They confidently ask questions such as "why", "where", "how" and "when". They demonstrate their understanding of time and place by discussing past events, informing others of where it was and who was there. Children show an amazing ability to construct from accessible resources, using their own design or one printed for them to copy. Children use basic everyday resources to show their understanding of technology such as telephones and tills. They demonstrate a keen interest in living things and the outside world by talking about the changes in their environment such as autumn leaves and flowers dying. They like to explore with their senses to show their understanding of differences such as smelling lemons, bananas, flowers.

Children show a good ability of dexterity. They use tools well such as rolling dough, spreading glue carefully and with control, peeling lids from pots and selecting small resources with a pincer grip.

Children act out situations well that they have experienced with good support from staff to aid their understanding of people's roles. They understand the difference between loud and quiet sounds and thoroughly enjoy playing musical instruments whilst singing their favourite songs. Children mainly represent using adult lead examples for painting and gluing but some

freely self represent at the drawing table using a pre-selected range of materials and media, such as firework pictures and pictures of their family.

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

The provision is good.

Staff make effective use of children's individual details to ensure that their individual needs are met. They discuss family circumstances, diet, favourite activities etc to ensure children can settle quickly and have their needs met. Staff encourage full participation for each child to engage their interest in all activities. Children learn about their diverse society through the use of positive images within their resources, such as books, role play ,play people and dolls.

All children with learning difficulties and/or disabilities are actively encouraged to participate in all activities through an effective support system.

Children's behaviour is good due to the positive interaction from staff. They receive plentiful praise and encouragement for new achievements and the confidence to have a go at new skills. However, some children's behaviour is not always managed consistently, therefore these children are not fully aware of what is right and wrong and do not receive consistent guidance as to how to manage their outbursts. Good emphasis is made of expected manners. Children remind others to say please and thank you at snack time. Staff react quickly to distract children from challenging situations and install harmony within groups of social play.

Social, moral, spiritual and cultural development is fostered. Children show enthusiasm and persistency in their activities and play, demonstrating their enjoyment and interest for the activities available to them. They are aware of their likes and dislikes and are eager to express this openly to others. They confidently make their needs and voices heard, telling staff what they need and what they want to do. Staff acknowledge every child throughout the session, ensuring children's self esteem grows and pride in themselves is developed. Children socialise well with other children and adults, inviting others to play and negotiating their play effectively. Children celebrate festivals about different cultures to ensure they develop a positive understanding of different faiths, cultures and religions.

The partnership with parents is good. Parents are supportive of the group and staff and recognise their strengths for offering continuity within the setting since their move to new premises. Parents are aware that the setting makes records of children's achievements, that they are accessible to them, but rarely ask to see their children's records of achievement. Good efforts are made to ensure parents who work are given relevant information about their children's time in the setting, either through authorised collectors or by telephone. Parents confidently enter the setting and share information about their children's time at home, including relevant achievements. However, the group does not make effective use of this information nor do they ask parents when children first start for information about their development. Therefore staff spend long lengths of time assessing children's development before effectively planning for their future progress. All children are welcomed openly into the setting. Staff take interest in all children's conversations and events at home, therefore reassuring parents that they are in capable and safe hands. Some information is displayed for parents including Ofsted details, to

enable parents to make contact regarding concerns. The setting makes available to parents a complete set of policies and procedures relevant to the care and education of their children.

## **Organisation**

The organisation is good.

Children are cared for by a group of suitably checked and qualified staff. 100% of the staff hold relevant Early Years qualifications. Staff continue to update their knowledge and understanding of both care and Nursery Education practice to constantly improve the quality of service for parents and children. Clear procedures are in place to promote children's welfare when volunteers attend the group. Volunteers do not have unsupervised access to any of the children. Very robust recruitment procedures are in place to ensure suitable staff are employed to work with the children.

Children are very settled and familiar with staff and the setting due to the staff's patient, friendly and reassuring attitude towards the care of the children. Children's attendance is recorded well to show their arrival and leaving of the setting.

Documentation is kept secure and safe, further promoting children's welfare. Information about children is regularly updated. Staff have recognised the need for policies and procedures to be updated as part of their evaluating system, to bring their documentation in line with their new premises. Some documentation lacks confidentiality such as accident records.

The leadership and management is good. The staff team have a strong working relationship, constantly evaluating and promoting the quality of care and education for the children. The staff assess the strengths and weaknesses of the setting and make plans to improve the identified weaknesses, such as their knowledge of positively promoting outdoor play. Good support systems are in place to receive regular advice and guidance from other professions within the local authority, therefore improving the Nursery Educational experiences for children. The management team are actively involved in the day to day running of the group and constantly interact with both children and staff to evaluate the staff's deployment and effectiveness.

Overall, the setting meets the needs of the range of children for who it provides.

## **Improvements since the last inspection**

not applicable

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that requires the provider or Ofsted to take any action in order to meet the National Standards. 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):

- make recording procedures for accidents robust to ensure children's details are recorded in full and remain confidential

#### 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):

- ensure a consistent system is used for recording children's achievements to promote children's ongoing learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)