

Little J's Preschool

Inspection report for early years provision

Unique reference number

EY305776

Inspection date

03/11/2008

Inspector

Gill Wallace

Setting address

Broderick Hall, Clayhall Road, Gosport, Hampshire, PO12
2BY

Telephone number

02392 647415

Email

Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Little J's Pre-School registered in 2005. It is located in the residential area of Alverstoke, Gosport in Hampshire. The provision is privately owned. It is situated in Broderick Hall and serves local families who come from a mix of social and economic background. The proprietors oversee the day-to-day organisation of the provision. Children have use of a large hall and outside play area.

The pre-school is registered to provide care for a maximum of 26 children from two years to under five years at any one time. There are currently 15 children on roll and of these, 12 receive funded nursery education. The pre-school support children with learning difficulties and/or disabilities. The pre-school is open Monday to Friday, 09:00 - 12:00 term time only. There are five members of staff employed to work with the children, all of which hold relevant early years qualifications. The provision works closely with the Early Years Development & Childcare Partnership. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Children's individual needs are generally well met enabling practitioners to promote most aspects of children's welfare and learning with success. Secure trusting relationships are established, which help children develop confidence and a sense of belonging within the pre-school. Partnership working with parents is good, although this is not as well established in relation to working with other providers and professionals helping to promote continuity and progression for some children. Ongoing evaluation and monitoring of the provision identifies strengths and some areas for development. However, this is not sufficiently robust to ensure all weaknesses are identified and to monitor the impact of improvements made.

What steps need to be taken to improve provision further?

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

- plan and resource a more exciting and challenging learning environment enabling children to develop the knowledge, skills and understanding that help them to make sense of the world
- develop systems to work in partnership with other practitioners and professionals sharing information to identify needs and provide the best learning opportunities for children
- review planning and accessibility of resources to promote positive attitudes to diversity helping children to learn to value aspects of their own and other people's lives
- secure and monitor the links between planning and assessment to ensure learning priorities identified fully support and challenge individual children and improve systems to monitor and evaluate inclusive practice

The leadership and management of the early years provision

Children's care and learning is promoted because practitioners work well as a team. Defined roles and responsibilities and good communication ensures operational issues are quickly addressed. Improvements have been made since the last inspection and evaluation and monitoring is an ongoing process involving all practitioners and management. However, insufficient attention is paid to monitoring the improvements made promoting equality and inclusion within the group. For example, the organisation of the learning environment, deployment of practitioners on some occasions and use of children's assessment records is not always effective in supporting and challenging some children. Partnerships with parents are well established and practitioners have a very good knowledge of children's individual needs, interests and family and home circumstances. Parents receive good quality information about the group and their child's progress including newsletters, daily diary sheets and termly progress reports. They are informed about their child's next steps for learning, although suggestions as to how parents may promote this at home are not provided enabling them to become more involved. Practitioners identify children's need for additional support at an early stage through regular monitoring and assessment. However, systems to communicate and work together with other partners involved with individual children have not yet been fully introduced. This impacts on the support provided to some children and the individual progress they make. Arrangements for safeguarding children are robust and regularly reviewed. Secure systems are in place for identifying children at risk and liaising with parents and the appropriate agencies helping to protect the children who attend. Recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. Children's safety is assured through effective implementation of risk assessments and health, hygiene and safety policies. Implementation of pre-school policies and procedures ensure successful outcomes for children are promoted.

The quality and standards of the early years provision

Children enjoy the time they spend at pre-school and are happy and generally well engaged in activities. The effective implementation of key family groups helps develop children's sense of security. Children make choices about where they play. However, the presentation of the learning environment and accessibility to the full range of equipment fails to provide sufficient challenge to some children. Resources are often repetitive and uninspiring and children sometimes fail to make use of what is available without adult support. There are few opportunities for children to problem solve, develop curiosity and investigative skills through independent play. Practitioners are effective in following children's leads and make very good use of planned activities, large and small group times, and incidental opportunities to promote children's learning. For example, children write prescriptions, learn how to use the stethoscope and bandage the practitioner's arm when playing in the doctor's surgery. They use good language describing how paint feels on their hands and feet and develop early reading skills following the recipe during a cooking activity. Children count and measure making predictions about what will happen when another ingredient is added to the mixture. They benefit from opportunities to use a

range of media and enjoy experiences, such as growing beans and digging root vegetables. Children's starting points are well assessed, involving parents, and their ongoing progress is regularly monitored and reviewed. A new planning system has recently been introduced building on children's individual interests. Generally, children's needs are well planned for. However, links between planning, assessment and children's interests are not yet sufficiently secure to ensure appropriate learning priorities are identified for all children. Good use of evaluation is made in relation to planned activities, however, monitoring of the curriculum does not ensure sufficient attention is paid to some areas. For example, too little attention is paid through the learning environment and planning in helping to promote children's awareness of diversity and understanding of the society in which they live. At times, during independent play, the deployment of practitioners does not ensure children who need additional support are fully integrated and engrossed in activities. Children's behaviour is very good and they learn to play and work co-operatively with their peers. They know what is expected of them discussing group rules and how to keep themselves safe at the beginning of each session. Children discuss safety issues through play, for example, when in the role-play area and whilst creating fireworks pictures. Regular implementation and evaluation of fire drills help to promote children's understanding of how to keep themselves safe. Children are sensitive and kind to their peers and talk about their feelings. They show responsibility helping to pack away and develop positive relationships within the group. Good use is made of outdoors and the local community to support children's learning. Children recognise the importance of exercise and looking after their bodies. They adopt healthy practises and gain a very good awareness of healthy eating through the excellent implementation of the snack café. Children's skills for the future are generally well promoted, although their understanding of the wider world is not yet fully explored.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.