

# Little Gems Pre-school

Inspection report for early years provision

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**Unique reference number** EY295341  
**Inspection date** 19/11/2008  
**Inspector** Graham Martin

**Setting address** St. Winefrides RC Aided Primary School, Mellock Lane,  
Little Neston, Neston, Merseyside, CH64 9RW  
**Telephone number** 0151 336 2468 or 07789 990098  
**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Gems Pre-School is privately owned and managed. It is registered on the Early Years Register to provide sessional care for up to 24 children aged from three to five. It is also registered on the Compulsory and Voluntary Childcare Registers for out of school care for up to 24 children of primary school age five years to 11 years. It operates from a classroom within St. Winefrides Primary School in Little Neston, South Wirral. The class room is self-contained with it's own toilets and cloakroom. There is a well equipped outdoor adventure playground that is shared with the school's Reception class. The group also uses the school grounds and the school hall from time to time. The setting operates term time only from Monday to Friday. Some children receive funded nursery education. Morning sessions are from 09:15 to 11:45. Afternoon sessions operate, when there is sufficient demand, from 12:45 to 15:15. Children between the ages of two and a half to five years attend, with a maximum of 24 at any one session. The current number on roll is 18, all of whom attend the morning session only. There is an experienced manager supported by four staff, all of whom have either appropriate National Vocational Qualification (NVQ) or National Nursery Examination Board (NNEB) recognised childcare qualifications. The setting supports children with learning difficulties and/or disabilities.

## Overall effectiveness of the early years provision

Children are well provided for at this setting and parents are right to have positive views of the care their children receive and the opportunities the pre-school setting provides. Children are successful in developing their independence and in learning the essential basic skills that prepare them for school. Staff develop warm relationships with the children and establish good links with parents and carers. Staff are vigilant in their care of children, although existing injuries that occur to children are not recorded in detail. Outdoor learning areas are used well but are not easily accessed by children without close supervision. The setting has made a satisfactory start in evaluating its own work. Staff have worked well to maintain continuous improvement, although it is some time since the last fire risk assessment was completed. The welfare and learning needs of all children are met equally well so that they are well prepared for starting in Reception classes after their time at Little Gems.

## What steps need to be taken to improve provision further?

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

- improve children's access to the outdoor play area
- ensure that fire safety risk assessments are regularly updated
- ensure that explanations provided for existing injuries occurring off-site are verified and recorded accurately.

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

The manager has established secure policies and procedures that provide clear guidance to staff for the effective running of provision, for safeguarding children and for ensuring their well-being. Friendly, trusting relationships between staff and children provide an environment in which children develop confidence and independence, allowing them to explore, play and learn well. The manager and staff have secured good improvement since the last inspection and all areas have been acted on.

Staff are fully aware of their own roles and responsibilities for ensuring the well-being of the children, although existing injuries are not always fully recorded and fire risk assessments are irregular. Recruitment and appointment procedures are robust, ensuring that children are well cared for and safeguarded by suitably trained and qualified staff.

There are good links with parents and carers. Some aspects of this partnership are outstanding, such as the quality of communication with parents and carers when children experience any learning difficulties or delayed development. These links give parents and carers confidence in the quality of provision and in the opportunities it provides for their children to learn, as they reported to the inspector during discussions with them. Typical comments from parents and carers reported on how well their children settle in to the pre-school, how happily they come each day and how well prepared their children are for starting Reception class.

There is a good level of commitment from all members of the staff team to improving provision. The manager provides good support to staff, helping them to update their knowledge and skills, including on-site training and achieving nationally recognised qualifications. Some staff have benefited from training in meeting the Early Years Foundation Stage standards and this shows in the organisation of learning and the challenges provided for children that help them to make good progress. The manager evaluates provision well against the expected standards but this has not yet all been formally recorded.

## **The quality and standards of the early years provision**

Children have good opportunities to learn from the very start of their time at Little Gems. Staff ensure that children experience a range of good activities that reflect children's individual development and learning needs. They establish a warm rapport with children, giving positive encouragement and praise that promotes their enjoyment of learning. The children respond by showing clear signs that they enjoy learning and take very active and interested part in games they play. Children confidently re-tell stories they have heard while pointing at the words in books or making up stories using finger puppet characters. Older children make good attempts at writing their names and other familiar words. They show good levels of concentration, such as when building models using construction toys or when organising routines for baby dolls they look after in the role-play area. Their

good awareness of personal well-being and safety shows when they say how big and strong they are because they eat healthy snacks and when they learn the importance of staying close to an adult when they go to bonfire parties.

Children are happy to come into nursery, sometimes surprising their parent or carer by showing them how independent they are at organising their own activities. Staff are well deployed to give each child confidence in adults they can trust and turn to for help and support if they need it. The children's emotional and learning needs are well looked after; they have a good balance of experiences that enable them to develop their interests and practise their skills. They enjoy learning French with the children from the school's Reception class. The play areas are set up to provide a good range of activities, including those for learning led by adults, such as naming colours in a matching game, and those that promote independent learning, such as using the computer to sort fruits into sets. Parents are rightly confident that their children are socially and academically well prepared for starting their Reception class.

Staff know the children well. They make close observations of the children's behaviour and how well they make progress with learning. They check on children's skills carefully and keep records of the steps made towards the nationally expected goals. Photographic records show children responding with interest to activities that promote their learning across all areas, including delightful photographs of children having fun in costumes dressed as different characters for role play. The children impressively tidy up very quickly, showing how well they take responsibility for helping others to keep their nursery well organised. Staff provide additional opportunities to develop the children's awareness of keeping safe and understanding how people contribute positively to their community, such as what police officers and others do to help them to keep safe from traffic. The outdoor play area provides a pleasant environment where children can enjoy, under careful supervision, a good range of energetic activities, balancing on beams and riding cycles or learning about the world by growing sunflowers and tomatoes, although the area is not yet easily accessed by children without close supervision.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.