

Little Gems Pre-School - Chandlers Ford

Inspection report for early years provision

Unique reference number	EY341325
Inspection date	09/12/2008
Inspector	Jo Curd
Setting address	Fryern Infants School, Oakmount Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 2LN
Telephone number	02380 268480
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 one of a group of three pre-schools running in Hampshire. It is situated in rooms within Fryern Infant school in the Chandlers Ford area of Hampshire and serves the local area. It has been open since 2006 in the present location. Children use the main pre-school classroom with toilet facilities and a fully enclosed outside play area. A maximum of 26 children between the ages of two and five may attend the pre-school at any one time. The pre-school is registered to open from 09:15 to 15:00 during term times only. Currently it runs from 09.15 until 12.00 each week day. The pre-school employs four staff. Of these three hold appropriate early years qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This is a good pre-school where children achieve well in their learning and development. The children are well cared for and looked after. They are happy and parents appreciate how quickly their children settle and how much they learn through play. The training and experience of staff ensures that they understand child development and provide well for this. However, they have not yet received formal training on the Early Years Foundation Stage (EYFS) curriculum and this leads to some inconsistencies of practice. Self-evaluation is satisfactory and is improving as the staff become more familiar with new guidance related to the learning and development requirements set out in the EYFS framework.

What steps need to be taken to improve provision further?

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

- ensure that the staff are fully trained and have confidence in understanding the EYFS curriculum so that they can continually improve children's learning and development

The leadership and management of the early years provision

Leaders and managers are experienced and competent. They ensure that provision is safe and secure and are keen to develop and improve all that they do. Improvement since the last inspection is good and staff see the EYFS curriculum as an opportunity to develop the setting even further. Records on accidents and administering medicine are now clear and appropriate. A notice suggesting activities that parents could do with their children at home is displayed and the prospectus provides a good range of information about the curriculum. The experience and competence of leaders and managers, including detailed knowledge of what children need to progress, ensures that provision is good and that children learn and develop well. However, managers have not yet had formal training on the EYFS curriculum and do not always fully implement the

recommended guidance set out. This has caused them to question their self-evaluation, although they maintain effective routines and practice that ensure that the children enjoy learning, achieve well and are safeguarded. There are some inconsistencies in the staff's understanding of the EYFS curriculum, although managers realise that there is scope to develop training further. The pre-school has satisfactory capacity to sustain improvement and build on its current good practice.

The quality and standards of the early years provision

Children's enjoyment of the pre-school is evident in their smiling faces as they enter in the morning. They are welcomed individually and then go to select their name and register their attendance. Staff are experienced and competent. They have established an effective routine which children and parents appreciate and which is effective for children's learning and development. They attend well to children's individual needs. Within a clear structure for each morning they allow additional time for children to continue pursuing activities or remain active rather than joining a group session. This works well for a range of children including those who learn more quickly or those who find learning difficult and need more time to concentrate or settle. Staff work well as a team spontaneously supporting each other and children as the need arises. Children enjoy fruit at snack time and know that, along with vegetables, fruit is an important part of a healthy diet. They are keen to wash their hands before eating to get rid of any germs. They play safely indoors and out, and know that staff are there to look after them if accidents occur. Assessment records of observations of children's activities in the six areas of learning show that they are making good progress, although there is scope to improve the staff's understanding of the different stages of learning for children in this age range. Parents' comments reiterate children's achievements and indicate good partnerships between home and the pre-school. Children contribute well through selecting their own activities and clearing up at the end. Because of the range of activities they do, the balance between adult-led and child-chosen activities indoors and out, and the effective way they learn to relate and play together, prepare the children well for later life and learning.

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?	2
How well does the provision promote inclusive practice?	2
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.