

Lechlade Little Learners

Inspection report for early years provision

Unique reference number 101484
Inspection date 09/12/2008
Inspector Claire Thompson

Setting address Wharf Lane, Lechlade, Gloucestershire, GL7 3AU

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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

Lechlade Little Learners is situated in the town of Lechlade near Fairford and it serves the local community and wider due to its popularity. It has its own building within the grounds of St Lawrence Primary School, with whom it has close links. There is an enclosed outside area with a variety of outdoor play equipment for the children to use. The group is registered to care for 24 children from two years to five years old and accepts children from two-years-nine-months old. There are 27 children on roll. Three year olds, of which there are 14 attend using early childcare vouchers. There is one child attending with severe LDD for special needs who has received a statement this week and 1 child has English as an additional language. The group is open during school terms every morning from 09.00 until 12.00 and Tuesday and Friday 12:00 to 13:00 for a lunch club. Where need arises due to pressures of numbers Little Learners offers additional sessions in the afternoons. This is currently not happening. There is a team of four staff, one has completed the Diploma in Pre-School Practice, one is a qualified teacher, one is NVQ 3 and a new member of staff who is ready to complete Early Years training. The 3 qualified staff have completed paediatric Early Years first aid and child protection training. The group is supported by the Parent-and-Toddler Association Fieldworker, the Foundation Stage Consultant and the Special Educational Needs Co-ordinator. This provider is on the Early Years Register and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Excellent relationships and a happy, purposeful learning environment confirm that provision is good and ensure that children enjoy their time in the pre-school. They behave extremely well, have strong relationships and are confident in their learning. Children are safe and secure at all times and enjoy the structured activities offered to them. Children's welfare, the partnership with parents and inclusive practices are key strengths and contribute significantly to ensuring the needs of all the children are met well and they get any additional support they need. The introduction of an effective self-evaluation by the leader and staff team clearly identifies relevant priorities for future development and demonstrates that the setting has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- plan more imaginative and wide ranging outdoor activities

The leadership and management of the early years provision

The effective leader has high expectations and a keen desire for the children to receive the highest quality provision. The recent introduction of the self-evaluation

process has included other people's views and high levels of consultation resulting in clear priorities for ensuring priorities are shared and put into practice quickly. The partnerships established with parents are outstanding and ensure that parents fully support their children's learning. The setting has successfully completed improvements taken from the recommendations of the previous report, and demonstrates a good capacity to improve further. Appropriate and well targeted training means that the pre-school is well on the way to implementing the requirements of the Early Years Foundation Stage (EYFS). Staff are suitably experienced and qualified. They work well together within their key worker roles. Their professional development takes a high profile so that everyone is fully informed and effective. Leaders ensure that arrangements for safeguarding the welfare of children are good.

The quality and standards of the early years provision

The quality of provision for under fives is good. Well considered arrangements for safeguarding children's welfare puts their safety as paramount and enables them to feel very safe, confident and to behave well. Appreciating that each child is unique is evident in the way that key workers' individual knowledge of each child is used to integrate children fully into play activities. Opportunities are skilfully built into each activity to extend children's ability to develop their basic counting and early literacy skills. The majority of children enjoy their activities and learn well. Opportunities are given to children being able to choose their own resources and to plan short times for their own learning, but this is underdeveloped in some sessions. Effective planning, arising from detailed observations and tracking of children's learning helps to ensure that they make good progress. This is a growing area of strength. Activities have balance within the six areas of learning and cater for a range of interests. The children particularly enjoy having stories read to them and playing their part within the forthcoming nativity play. They enjoy singing and join in heartily. They are excited by the range of materials they can explore such as glitter play dough for Christmas. Currently the learning environment makes insufficient use of the outdoor space in order to meet the requirements for learning in the EYFS. Outside, the resources lack imagination or enough opportunity to explore and limited times are given to this. The leader has rightly identified this as an area for improvement, and outdoor learning can be further developed before the exciting plans which are awaiting planning permission come to fruition.

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?	1
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	1
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?	1
How well are children helped to stay safe?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.