

Little Imp Pre-School Ltd

Inspection report for early years provision

Unique reference number EY381370
Inspection date 16/03/2009
Inspector Yvonne Victoria Facey

Setting address T H Knightall Ltd, Hawksley Avenue, Sheffield, S6 2BG

Telephone number 0114 234 8883
Email ejburdell@btconnect.com
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 Imp Pre-school opened in 2003 and re-registered in 2008. It is privately owned and is located in the Hillsborough area of Sheffield. The group operates from a purpose built building and serves children and families in the local community and wider area. There are three playrooms and a secure outdoor play space. The pre-school is registered to care for a maximum of 60 children from two years to eight years. There are currently 72 children on roll. The provision opens Monday to Friday 08.00 to 18.00 all year round and children attend for a variety of sessions. The pre-school offers a holiday club during all school holidays. There are currently eleven staff employed in the setting and all hold recognised early years qualifications. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting acknowledges that each child is an individual and adequate support is provided to ensure that no group or individual is disadvantaged. However, there are some weaknesses particularly for children where English is not their first language and when considering activities for boys. Children generally enjoy the activities provided and are making satisfactory progress in their learning and development. Their welfare is generally supported by sound policies and procedures. The setting demonstrate a commitment to making improvements. Although that processes for effective improvement and self evaluation are being developed. There are satisfactory discussions with parents and links with other Early years providers regarding children's care and learning.

What steps need to be taken to improve provision further?

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

- develop a two-way flow of information shared about children's learning with other early years providers and all parents and improve systems to ensure that families who speak English as an additional language are fully supported.
- improve opportunities for children to develop and use their home language in their play and learning and provide a range of meaningful opportunities to develop English
- continue to improve observations, assessments and planning and extend activities to consider boys and girls learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are reviewed regularly and include full assessments for each type of outing (Suitable premises, environment and equipment and safeguarding)

03/04/2009

The leadership and management of the early years provision

The setting has a sound understanding of the Early Years Foundation Stage Framework, and creates a suitable environment that contributes to satisfactory standards of children's care learning and welfare. The leadership and management of the setting has identified some key areas for improvements. However, processes of self evaluation are not yet effective to enable parents, staff, children and leaders work together for continuous improvement over all the service. Some links have been established with other childcare providers and information is shared about some children's development. However, these links are not sufficiently considered for all children.

There are adequate arrangements for working with parents. Parents are generally happy with the service their children receive. Suitable information is gathered from parents when their children first start to ensure their individual care needs are met. Information is shared through notice boards, daily discussions and policies. However, systems to further involve and share information about their children's learning does not sufficiently enable them to contribute to their children's learning. There are a number of families who speak English as an additional language. There are some attempts to ensure that all there needs are met. However, the systems are not effective enough to ensure all families that attend the setting included and fully supported.

The setting is suitably organised and the arrangements to keep children safe are sound. Children are able to play in a secure environment where they can move around freely. However, the routines of the day sometimes interrupts children's play unnecessarily. There is a secure knowledge of safeguarding and the staff know how to proceed if there are any concerns about children in their care. Fire evacuation procedures are clear and are practised regularly to ensure children have an understanding of what to do in the event of an emergency. Risk assessments are completed for the premises and outings to ensure that children can play safely. However, written risk assessments are not reviewed regularly. This is a breach of requirements.

The quality and standards of the early years provision

Staff greet children receive a warm and friendly greeting from the staff when they arrive at the setting and they separate from parents confidently and are eager to play. Children are able to freely choose from a balanced range of resources. For example, older children freely choose resources from the low level shelves. The setting has begun to use observations, assessments and planning around the early learning goals. However, systems are not yet strong enough to ensure that all children are making good progress in all areas of learning. For example, records of assessment are not complete for all children and their starting points and next steps in learning are not clear. The provider recognises that children learn at different rates and they have to take into account different learning styles and

backgrounds when planning activities. However, planning is not strong enough to account for all children's starting points and learning needs particularly boys and children where English is not their first language. Although, staff do realise that opportunities for children to develop and use their home language in their play and learning and to provide meaningful opportunities to develop English, this is not consistently provided for all children need to ensure they reach their full potential in their learning.

Older children begin to remember and talk about significant events in their own experience and develop an understanding of growth and changes over time. For example they talk about when they were babies and how big they are now and staff plan themes about 'our bodies'. Children are making suitable progress in their communication and language skills. They listen to stories with increasing attention and recall and are able to link the story to other subjects. For instance, they enjoy the 'Rainbow fish' story and discuss why they can not pick up star fish and that lobsters might nip you. They enjoy rhythmic patterns in rhymes and songs. For example the youngest children tap sticks in rhythm to their favourite nursery rhyme and tap on bowls pretending they are drumming. Children use some number language, such as 'big' and 'highest' and are able to recite some number names in sequence.

Secure relationships have been established between children and adults and children's behaviour is generally good. Regular praise and encouragement promotes children's self-esteem and supports their independence. For instance children share their achievements, such as when building a dinosaur with the construction. Children have developed a good understanding of being healthy and what affects their bodies. For example, they explain 'if you have a dummy it makes your teeth funny' they are safe in their environment and understand and recognise potential dangers as they play. For example, they warn each other that there is a 'sharp corner' on one of the tables and that they need to be careful. Overall children enjoy their time at the nursery and are provided with suitable age appropriate activities.

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?	3

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?	3
How well are children helped to be healthy?	3
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 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

Since registration there have been no complaints made to Ofsted.

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.