

Little Learners Pre-School

Inspection report for early years provision

Unique reference number	EY305665
Inspection date	21/01/2009
Inspector	Lynn Clements

Setting address	Takeley Silver Jubilee Hall, Brewers End, Takeley, Essex, CM22 6QJ
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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).

Description of the setting

Little Learners Pre-school was opened in 2005. They are registered to care for a maximum of 24 children in the early years age group, at any one time. The setting is registered on the Early Years Register. The setting operates from the village hall. Access is on one level. It opens Monday, Tuesday and Wednesday from 09.30 to 13.30 and 13.30 to 15.30 and Friday from 09.30 to 13.30. There are currently 36 children on roll from two to under five years.

Children have access to an outside play area. There are clear systems in place to support children with learning difficulties and/or disabilities. There are six members of staff. Three members of staff hold relevant early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The needs of the children are met well as all members of staff recognise their individual requirements, in addition, there are systems in place enabling the management team to reflect on practice, this enables them to develop their service and continue to meet children's individual needs. Staff provide good support for each child so that no group or individual is disadvantaged. They have developed their practice with regard to the Early Years Foundation Stage and are currently further developing systems in relation to planning more effectively for all children. Clear systems are in place to safeguard children's welfare in relation to child protection. Open partnerships with parents and others, in the wider context, are good and help to provide continuity of care as children move between settings.

What steps need to be taken to improve provision further?

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

- develop further the current systems of assessment to ensure children's identified next steps for learning are used to inform planning, to promote continuous progress for each child based on what they know and can do
- continue to develop opportunities in communication, language and literacy, for example encouraging children to independently write their names or make their marks on their creations, helping them to develop writing for a purpose and their understanding that print carries meaning.

The leadership and management of the early years provision

Working as a team enables the managers and all members of staff to implement in practice their effective policies and procedures which in turn provides positive outcomes and helps to protect children's welfare. All records are stored securely and confidentiality is respected. All required paper work is in place. The leadership team work well with other agencies to reflect and evaluate how their school works

and how they can improve on the provision and the services they offer. Significant improvements have been made since the last inspection, these include the fact that the children now have access to drinking water at all times, daily registers include children's hours of attendance so that they can be safely accounted for at all times, government documents relating to child protection are now accessible and provide clear information to staff enabling them to protect children's welfare and staff have also developed their knowledge and understanding with regard to the EYFS and systems for assessing children's progress and providing opportunities for them to access mark making media. However, staff are not always consistent in using children's identified next steps for learning to inform future planning. In addition, whilst children have good access to mark making materials, opportunities for them to use writing for a purpose and develop their understanding that print carries meaning are missed. These two areas have been taken forward at this inspection.

Staff carefully plan the environment, they ensure that the building is safe and secure, carrying out daily checks and maintaining risk assessments. In addition, children are safeguarded because the required checks are carried out on staff before they work unsupervised with the children. Good partnerships with parents and other agencies ensures that information on children is shared thoughtfully. All members of staff work productively with parents and clear systems are in place to support interaction and encourage parents to take an active role in their child's learning and development. Clear systems are in place to support children with learning difficulties and/or disabilities. Staff work with families prior to placement to identify any special services or equipment that is needed in the best interests of the child, for example, providing one-to-one support.

The quality and standards of the early years provision

Children's welfare is paramount. They are secure in the setting both inside and outside. Children are confident and develop caring and purposeful relationships with staff. Safety equipment such as socket covers and clear appropriate risk assessments enable the children to play and learn in safety and comfort. All visitors to the setting are checked and a visitor record is maintained. Children learn to keep themselves safe as they practise fire safety drills, discuss why they need to stay together whilst outside and know that the fire engine with the flashing red light will come to help them. Children learn to handle equipment safely because staff guide them diligently. Staff have completed relevant first aid training which enables them to provide appropriate care for children in the event of an accident. Clear systems are in place to ensure that only parents or known carers collect children. Children behave well. They learn to take turns successfully because staff talk to them and guide them. Plenty of positive praise and encouragement are used by members of staff and child to child, raising everyone's self-esteem and confidence. Children have access to drinks throughout the session to ensure that no child remains thirsty. They enjoy healthy snacks and learn about foods which are good for you and those which are not so good. Emphasis on developing personal independence is good. Children see to their personal hygiene, help themselves to snacks and access activities and resources independently. Attention to posters, up to date photographs of the children in the setting and very good

quality displays provide visual clues for children about snack time, circle time, how to wash their hands and playing safely outside. In addition to this, the manager has also installed a digital photograph frame in the entrance hall which is updated daily and provides parents and carers with an insight into their child's time in the setting. All children are able to rest or be active according to their individual needs.

Children are confident and secure in the setting. They develop their understanding in all six areas of learning. Children develop their communication and literacy skills as they share news from home, join in group story time and enjoy linking sounds to letters as they sound out their name cards on arrival. However, some staff miss opportunities to develop children's literacy skills further, as they write the children's names and captions on their creations without encouraging them to make their own marks to develop their understanding about writing for a purpose and that print carries meaning. Children develop problem solving and reasoning skills as they explore and count out objects. Staff provide plenty of visual opportunities for them to link numbers to the corresponding symbols, for example numbering the ride on toys or displaying number lines at child-height around the setting. Children enjoy matching games and puzzles. Their creative and physical development are promoted well. For example, they enjoy using their imagination as they make televisions and roaring fire places in their home corner, using large cardboard boxes, sheets and blankets. In addition they enjoy singing songs from memory or matching actions to rhymes and songs. Opportunities for them to explore the wider world are good. Children use reference books and staff organise topics, providing artefacts for the children to investigate first hand as they explore diversity. They also have opportunities to learn about the world on their door step as they take walks out and about to the local park. Children achieve well and make good progress towards the six early learning goals as a result of the effective teaching. Enthusiastic staff interact well with the children, helping them to become active independent learners. Key persons assess children carefully, making observations about what they know and can do. However, the subsequent assessments of each child's next steps for learning, based on staff observations, are not currently used consistently to inform future planning and ensure children continue to build on what they know and can do. Children develop good habits as active, inquisitive and independent learners, they move around freely making their own decisions and discussing what they are interested in exploring.

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.	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?	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 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.