

The Little Voices Pre School Playgroup

Inspection report for early years provision

Unique reference number	139104
Inspection date	01/03/2009
Inspector	Kim Mundy
Setting address	Pembroke Road, Ruislip, Middlesex, HA4 8NN
Telephone number	01895 632560
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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 Voices Pre-School was registered in 1994. It operates from the church hall of the Sacred Heart Church in Ruislip in the London borough of Hillingdon. Access to the premises is via steps or a ramp. There is no access to outdoor play, although children enjoy walks and outings to the park. A maximum of 26 children may attend at any one time. The pre-school is open from 09:30 to 12:00, Monday, Tuesday, Wednesday and Friday, term time only. There are currently 30 children on roll that attend various sessions. None of the children are in receipt of funding. The setting employs four staff. The manager and another member of staff are qualified. The group is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All of the children are welcomed and greeted individually; they are able to explore safely and make progress in their development. Their health and welfare are promoted by staff. Children are secure on the premises. The staff have a sound understanding of child development and they are becoming more familiar with the Early Years Foundation Stage. The new manager is very enthusiastic, she is implementing a self evaluation process and is keen to develop the service.

What steps need to be taken to improve provision further?

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

- develop ways of involving parents in their children's learning, ongoing observation and assessment processes
- continue to develop the systems for planning, observing, assessing and evaluating children's progress in order to inform the next stage of their learning.

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

- put an action plan in place identifying how half of the staff, excluding the manager, will be qualified to a full and relevant level 2 qualification (Suitability of adults) 17/04/2009
- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate ((Safeguarding and Welfare) 17/04/2009

The leadership and management of the early years provision

Staff work well as a team to provide a happy and stimulating environment for the children. Overall, the new manager is well organised. The required policies and procedures are in place and shared with parents to support the welfare of the children. Children are safeguarded as there are clear recruitment procedures in place, for example, criminal records checks. Staff are aware of their responsibilities and the procedure to follow if child protection concerns arise.

Children's welfare is generally promoted well. However, only one member of staff holds a current first aid certificate and if they are not present on the premises, children are not fully protected in the event of an accident. The manager holds a relevant level 3 qualification, although half of all other staff are not qualified to a relevant level 2 qualification as required.

The manager has started to put processes in place to help her and the staff team to reflect on their practice and develop their service. She identifies the need to involve parents in this process, for example, by devising and implementing questionnaires. Staff have a basic knowledge and understanding of the early learning goals. Planning, observation and assessment systems are not yet established to fully promote children's individual learning. The manager recognises the need for the staff to continue to develop their skills.

Parents and carers are encouraged to help in the setting through the parent rota, set up by the new manager. Staff are always available to talk to parents about their child and they receive written feedback about their child's development. However, systems are not yet fully in place for including parents in their child's learning. All children are valued and their individual needs are being met. Staff are developing their skills in sign-along to enhance their communication with children in their care. They work closely with other professionals to ensure that they meet children's needs effectively during their time in the setting.

The quality and standards of the early years provision

The children are offered a range of nutritious snacks which contribute to a healthy lifestyle, such as fruits and vegetables. They are able to help themselves to fresh drinking water throughout the session. Children are familiar with the routine and at appropriate times they wash their hands to prevent the spread of cross infection. They are learning to keep themselves safe as they tidy away toys and practise the fire drill. Other procedures help to protect children, for example, visitors sign the record book, the entrance to the premises is monitored and staff are suitably deployed working directly with the children.

Children take part in a range of both free play and adult-led activities to promote their learning and development. The play hall is set out attractively with toys and resources to entice children to play on arrival; they immediately involve themselves in activities, such as music, sand and construction. Staff plan a well-balanced curriculum, which helps children to make progress in all areas of learning. They are

finding out about the world in which they live as they celebrate festivals, such as Easter and Chinese New Year. Children learn about living things through observing and talking about puppies, rabbits and insects. They are developing their physical skills as they climb, balance, slide and ride tricycles. Activities such as threading, drawing and cutting help children to increase their hand eye co-ordination. Children enjoy quieter times in the cosy book corner looking at books and having stories read to them. They explore feelings through the use of puppets. Children develop their imagination through role-play in the home corner, music and movement.

The setting provides an inclusive environment for all children where boys and girls are actively encouraged to take part in the activities on offer. Children with additional learning needs and English as additional language are supported well by very kind and caring staff. The use of pictures to indicate the daily routine helps children to know what is expected of them. Children are well-behaved; they respond positively to consistent praise and encouragement by staff. Children develop confidence and self-esteem; they proudly show their paintings and Easter hats.

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 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.