

# Little Gems Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY355477
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Claudia Padfield

<b>Setting address</b>	Yateley Town Council, Council Offices, Reading Road, YATELEY, Hampshire, GU46 7RP
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<b>Type of setting</b>	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 a privately owned group which was registered under new ownership in 2007. It operates from the Youth Suite of the council offices in Yateley, Hampshire. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is easily accessible and has an enclosed outside play area. The pre-school provides care and education for a maximum of 18 children, aged from two years to under five years, at any one time. It opens from 9.30 to 12.00 and from 12.30 to 15.00, Monday to Friday, during term time only. There are currently 54 children on roll. The pre-school supports children with learning difficulties and/or disabilities and those who have English as an additional language. The group has six members of staff; all are experienced and over half have suitable qualifications. Little Gems Pre-School has links with four local infant schools and serves the local, largely urban, community.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. A strong and committed staff team know the children extremely well and plan effectively to support each child's individual all round welfare and learning needs. Effective planning and assessment systems consider children's individual needs and interests, therefore ensuring that they are able to participate meaningfully in the planned activities. Parents are fully included in the setting and receive termly opportunities to share in their children's learning journeys.

## **What steps need to be taken to improve provision further?**

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

- further develop the evaluation within observations to identify the children's next steps.

## **The leadership and management of the early years provision**

The setting has a strong partnership with parents and carers. There are comprehensive policies and procedures available for parents and they are kept informed through regular newsletters and discussions with the staff team. Parents and carers are invited to contribute to children's developmental records as the children's learning journeys are sent home each term. Staff liaise with parents informally on a daily basis and share information about their children's routines and general progress which contributes to the sense of belonging that children feel.

The committed staff work well and respond to the changing needs of the children in their care. They share in a strong desire to monitor and assess the provision.

Children have recently completed a questionnaire which is being effectively used to feed the self-evaluation process. Currently the large daily diary acts as a good communication tool with parents but does not clearly evaluate the learning within the observations to identify children's next steps.

The systems to ensure children are safeguarded are successful because designated staff have attended advanced child protection training and disseminate information to ensure all are clear about the procedures to follow to protect children from harm and neglect.

## **The quality and standards of the early years provision**

The setting has a very caring ethos. Children help each other, take turns and behaviour is exceptionally good. Children are very fond of the staff, naturally sharing news and achievements with pride. This fosters high levels of self-esteem and confidence within the setting.

Children are keen to access the wide range of reading matter in the book corner, role playing familiar situations, sharing stories with friends and pets. This love of books is further demonstrated during whole group story time, where they listen with anticipation and complete the end of the rhyming sentence in unison. Children concentrate well. Staff skilfully use a range of methods, such as physical actions which the children eagerly respond to. The group session is very well managed by the staff team. When a child confidently volunteers to sing a favourite song, the other children listen with consideration and clap with pride at his achievement.

Children have valuable opportunities for speaking and listening within the daily routine. They negotiate during free play and clearly explain what they are exploring to the interested staff team, who scaffold the learning through open questions and good quality materials that stimulate the children's curiosity. When playing in the water children are able to repeat their experiments and practise new skills. Staff observe and offer minimal distraction, but through their knowledge of child development reflect what the child is doing to develop their understanding. Children share special moments with excitement, showing staff the collection of shiny treasure they have dug up that was hidden in the sand.

Children's health and safety is effectively promoted. Children are very well behaved and confidently manage their self care. They enjoy the opportunity to prepare snack but will happily decline if they are enjoying their play and wish to continue. Staff acknowledge the importance of the children's view and therefore carefully explain the consequences of their actions to widen the children's understanding and fully inform them about what they can do. Children move freely inside and out and, through good staff deployment, receive a good balance of child-initiated time for exploration, and adult extension to enhance the learning experience.

Children benefit from having ready access to the garden. This area is also well equipped with resources that cover each area of learning to enable them to experience a whole range of activities in the open air. Well implemented risk assessments on all areas of the premises are detailed, and effective steps are

taken to minimise potential hazards. Regular fire drills are held to further promote children's safety.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.