

Little Owls Pre School, Hutton

Inspection report for early years provision

Unique reference number

EY377876

Inspection date

23/01/2009

Inspector

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Setting address

Hutton Scout and Guide Headquarters, Off St.Marys Road,
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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

Little Owls Pre-school is privately owned childcare on non-domestic premises and opened in 2008. It operates from a Scout hut in Hutton, Weston-Super-Mare, North Somerset. Little Owls Pre-school serves the local and surrounding area. A maximum of 30 children may attend at any one time. The pre-school opens five days a week, all year round except for bank holidays and some school holidays. Sessions run from 09.00 to 11.30, 12.30 to 15.00 and include a lunch time club. A breakfast club runs from 08.00 to 09.00 each day and an after school club from 15.00 to 17.00, Monday to Thursday; and from 15.00 until 17.30 on Fridays. The main access to the premises is via steps but ramp access is also available.

There are five members of staff who work with the children of whom four hold appropriate early years childcare qualifications. There are currently 16 children attending who are within the Early Years Foundation Stage. There are five children in receipt of Nursery Education funding. This provision is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register and currently nine children attend from this age group. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

All children enjoy their time at the setting and enjoy warm interactions with the staff. Children make good progress in their learning and development because staff have a sound knowledge of child development, a clear understanding of the uniqueness of each child and systems that promote children's next steps in development are in place. The health and safety of children is strongly promoted because the setting gives due regard to the general welfare requirements and there are secure systems in place to identify and address risk of accidental injury to children.

The whole staff team have a clear understanding of the overall strengths and weaknesses of the provision and have in place a plan of action to address identified weaknesses.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to use a range of information technology to support their learning
- use observations and assessment to more closely identify learning priorities and to plan relevant learning experiences for each child
- further develop children's opportunities to learn about diversity and the wider world in an enabling environment

The leadership and management of the early years provision

There is a very clear sense of common purpose between the adults. They all work closely together with a clear focus on the needs of children. The setting has a strong capacity for continuous improvement. A quality improvement planner is used to self-evaluate the provision and to devise actions that lead to further improvement. Written policies and procedures are in place that meet the general welfare requirements of the Early Years Foundation Stage and effectively provide for the safe and efficient management of the setting. A written risk assessment is in place and potential risks to children are managed well through these daily checks. There is a robust system to check the suitability of staff and as a result children are securely safeguarded.

Partnerships with parents and carers are good. Day to day information about care and health issues are routinely shared so that children are well cared for. Initial processes support parents to share information about their child when they first attend. Parents and carers have good opportunities to learn about the progress that their children make through informal discussion, a parents evening and through access to their child's learning profile. The provider is keen to overcome perceived obstacles in its liaison with other providers delivering the Early Years Foundation Stage to ensure effective partnerships that support children.

The quality and standards of the early years provision

Staff support children's learning and development well and with confidence. Accurate observations are routinely made for each child. Planning and assessment processes are based on secure information. Children's activities are quite well matched to their general abilities. However, planning does not always clearly identify children's next steps in development and so learning priorities are not always clearly set. As a result children are confident and inquisitive learners but their learning is not fully maximised.

Staff have a clear understanding of what is of interest to children and a good balance between child-initiated and adult-led activities is achieved. High levels of communication between the staff lead to a clear understanding of the immediate learning and physical needs of children and help create a learning environment that is often vibrant. Space is well-organised and thoughtfully set out to cover each area of learning that provides easy access to a sound range of equipment and materials. However, opportunities for children to use a range of information technology equipment to help develop skills for the future are too few.

Children exercise choice in free-flow activities and as a result gain in independence and confidence in their own abilities. They have a strong sense of security and well-being as a skilled staff team sensitively support all children. Staff provide plenty of praise and encouragement such as at circle time where children are helped to speak confidently in the group. Children are gently prompted to put their 'listening ears on'. They learn to take turns and to develop concentration. Children new to the setting settle quickly with plenty of reassuring close contact from staff.

Children count each other at circle time and count and match in a variety of situations throughout their day. They enjoy looking at books together at story time, independently and when cuddled cosily close to staff in the book corner. They begin to recognise their own written name such as through place name labels at snack time. They develop an understanding of the world around them. They discuss the weather and explore with curiosity the ice and water as they 'fish' for ice cubes in the water tray.

Children are very well behaved because they enjoy the warm interactions with staff, are treated with respect. They have their achievements recognised and valued. They work co-operatively alongside each other such as when using construction materials to re-build the train track. Children happily share resources such as the glue paddle when making a boat from junk materials. They have fun using the dressing up materials and use their imaginations in the home corner that is set up as an igloo.

Staff's good understanding and awareness of the welfare requirements is reflected in appropriate policies, procedures and practice. They ensure the environment is maintained to a high standard of hygiene and safety. Children follow good hygiene routines; and develop an understanding of healthy choices at snack time. They learn to keep themselves safe such as through a programme of activities that promote road safety.

A sound understanding of inclusive practice is reflected through information gained from parents, policies and procedures that identify children's individual needs; and planning that links to children's interests. However, opportunities for children to learn about diversity from a rich variety of resources and everyday images on display around the setting, is somewhat limited.

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 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 registration.

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.