

Little Elms Pre-School Limited

Inspection report for early years provision

Unique reference number

EY378804

Inspection date

22/01/2009

Inspector

Lynn Amelia Hartigan

Setting address

Templars Infant & Nursery School, Cressing 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 Elms Pre-School Limited opened in 2001. The pre-school operates from a large classroom within Templars Junior School in Witham, Essex. There is level access to the premises. A secure enclosed outdoor area is available for outdoor play activities. A maximum of 26 children aged from two to five years may attend the setting at any one time. The group is open five days a week from 09.30 until 12.30 and some afternoon sessions from 13.30 until 16.00 term-time only.

There are currently 36 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are eight members of staff, including the manager. Of these, five members of staff hold appropriate early years qualifications and three members are completing level two training.

Overall effectiveness of the early years provision

The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is good. Children are settled, happy and confident as the staff team ensure their individual needs and requirements are supported within a happy, fun and inclusive environment. Some good opportunities for communication and partnership with parents enhances the children's time at the setting. Staff members are committed with regard to inclusion and endeavour to support each child's individual needs. Good and effective systems for self-evaluation are used to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- develop further, ways in which to work in partnership with parents - sharing information and involving them in their child's continuous learning and development
- use observations and assessments to identify learning priorities and plan relevant and challenging learning experiences for each child
- continue to develop the educational programme to make full use of the outdoor environment to deliver a range of learning opportunities.

The leadership and management of the early years provision

The manager and her deputy are dedicated and committed to developing the pre-school and provide a high standard of childcare and education. The provision of good policies and procedures which underpins the setting's practices are shared with parents to ensure they are informed with regard to the pre-school's

procedures. Staff are fully committed to working in partnership with parents and carers and are making some good attempts to involve parents in their children's learning. Parents are encouraged and supported to contribute to their child's development as staff are on hand daily to give verbal feedback; in addition parents can view their children's file and development records on request. However, strategies to encourage parental involvement to support their children's learning at home need developing further.

Good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an experienced staff team. An informative safeguarding policy is understood by all staff members and attendance at recent safeguarding training ensures the children's well-being is not compromised. Risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Consideration is given to the views of the children, parents and staff to ensure a quality service is provided.

The quality and standards of the early years provision

Children are able to play and learn in a bright child-friendly and welcoming environment. Most staff have a good understanding of child development and how children learn. Children are provided with a very good range of play and learning opportunities as staff use their knowledge to support the children's interests. For example, children express an interest in playing 'doctors'. Staff provide appropriate toys and resources to support their play. They are on hand to assist and children have great fun caring for their 'patients' applying bandages and 'injections'. Children are able to independently access the selection of resources as they are easily accessible in named trays and boxes at the children's level. This enables them to make choices and direct their own learning and play. Children confidently select puzzles of their choice and they are respectful of the toys, happily packing away after themselves. As a result children are happy and enthusiastic to learn.

Staff are committed to providing a fun, happy environment for the children and are attentive, respectful and listen to the children. As a result children appear confident and are developing good self-esteem. A satisfactory process is in place to ensure assessment, observation and planning for the next steps of learning, although some children are not always sufficiently challenged as individual observations are not always used to inform the planning. Parents are involved initially in this process as they complete an 'About Me' form to establish their child's interests, likes and dislikes. Parents are provided with a prospectus and regular newsletters informing them of the activities and terms themes.

Children play in a bright and stimulating environment. Children are able to lead their own play and request resources. The large playroom is inviting and child-friendly; there are some defined areas such as a well-stocked cosy book corner and imaginative play area and these are used effectively by the children. Free-flow play from indoors to outdoors is in the early stages of being introduced as an

exclusive, enclosed outdoor play space is new to the group. Some good opportunities are available to the children outdoors as they enjoy playing with the ride-on toys or searching for mini-beasts and insects using magnifying glasses. They have fun making bird feeders and hang them in the trees. Action plans are in place to develop the garden further to improve the children's time outdoors. Developing activities and opportunities outdoors that cover all six areas of learning are yet to be included within the daily plans.

Children's health and welfare are promoted well. Due to the layout of the building children are unable to independently access their own bathroom. However staff are vigilant when managing toileting requirements and children are encouraged to be independent once escorted to the bathroom. They are able to access drinking water throughout the day and enjoy an abundance of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks such as yoghurts, water melon and kiwi and have great fun making their own fruit kebabs and cheese pittas for snack time. Planned topics such as 'Being Healthy' encourage children to think about their lifestyles, diet and exercise. Story books, puzzles and the hospital role play link into this theme. All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy calm atmosphere throughout the session.

Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. Children identify famous landmarks on a world map and talk about countries they have visited. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful toward the children. As a result children's behaviour is very good.

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.