

Little Rascals Pre-School

Inspection report for early years provision

Unique reference number EY339482
Inspection date 28/01/2009
Inspector Sa'ad Khaldi

Setting address Whybridge Infant School, Ford Lane, RAINHAM, Essex,
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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 Rascals Pre-School is set within the grounds of Whybridge Infant School in Rainham, Essex. It is separate from the school and is for pre-school aged children aged two to five years. It comprises a portacabin with two classrooms, integrated toilet provision and a small garden area that is an outdoor play space. It has a secure perimeter and the adjacent school allows some use of its main playground. The pre-school is open each weekday from 09:00 to 11:30 and 12:30 to 15:00.

Little Rascals Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 73 children on roll. No overnight care is offered.

The pre-school has a total of nine staff, including the provision owners. The two owners hold Early Years qualifications at level 3. Three members of staff, including the manager and her deputy, also hold level 3 qualifications; one of these is working towards a level 4 qualification in Early Years. One member of staff has a level 2 qualification. Two assistants are working towards a level 2 qualification. A minimum of five staff work with the children at any one time.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's enjoyment of this provision is outstanding. This is due to the high quality of their relationships with staff. Children's welfare is promoted well through effective policies and procedures. The staff communicate regularly with parents to ensure they are aware of their child's development, well-being and welfare. Children are provided with good quality indoor and outdoor experiences that promote effective learning. The provision supports children with differing educational and additional needs and ensures that all are fully included. The setting is working towards a quality mark in partnership with the local authority as part of a recognised scheme.

What steps need to be taken to improve provision further?

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

- ensure that appropriate risk assessments and staff training are carried out prior to the creation of an allotment garden.

The leadership and management of the early years provision

The manager and staff have a good understanding of how children learn. They provide them with a framework of simple rules that helps them to learn and play well together. This behaviour framework and the quality of the relationship with staff are outstanding. They are fostered by the specific guidance and leadership of

the manager, who works closely with staff to ensure that all children have regular opportunities to participate in the full range of activities. Monitoring is good and ensures that a close check is kept on children's development. Safeguarding is good, and the setting has a fire alarm and bell system linked to the main school on site. Relationships with the infant school are good and a proportion of children transfer to the school. Some of the management meetings are held in conjunction with the quality mark adviser from the local authority, which contributes to the good systems for self-evaluation. There is good parental liaison and each child's key person is able to share detailed information on their child's progress and welfare. There is a regular newsletter that keeps parents informed and invites them to make suggestions on improvement. The setting has decided as a curriculum development to promote further environmental learning later in the year by allowing the children to grow food plants in small allotments. The manager has not yet considered whether this will require risk assessment and staff training. All the recommendations arising out of the previous inspection report have been met.

The quality and standards of the early years provision

Children make good use of the well resourced and caring environment. The staff develop each child's skills of speaking and listening, as they make sense of their surroundings through play and simple friendships. Children are effectively helped to learn and develop and their progress is recorded carefully.

Children's welfare is promoted well. All areas of the pre-school are clean. The two classrooms are managed so that one room always supports quieter play should a child require this. The setting has many specific areas that support different play activities, including writing, mathematical play, puzzles, moving toys, dressing up and home corners. Children's creative development is enhanced when they respond to music, enjoying musical games, dance and movement. They learn about the world around them, for example, using the two computers to explore images, colour and sounds. They learn about a range of materials by playing with sand and water. Messy play is supported and aprons provided for block and finger printing as well as painting. Completed work is frequently displayed, helping them to take a pride in their achievements. The activities provide good coverage of the six areas of learning and children show good gains in understanding, confidence and self-motivation.

Children understand the rules framework is there to assist them to play and learn. Registration times are used well to develop children's social learning. This circle time results in a strong bond with staff. Behaviour is very good and, if a rule is broken, children are reminded sensitively. The staff act as good role models. The children have a second circle-time that is often used to help them to learn their written name and recognise and respond to it, through posting their name card in a large red postbox. Shared reading time reinforces this language recognition and selected books often build on the language of recent play events. The use of the writing desk is popular and older children are given additional time that supports their development of ideas, counting, language and thinking skills.

Children's social skills develop well alongside their understanding of keeping healthy. They are provided with a selection of snacks that are healthy and nutritious, including fruit, salads, pittas, bagels and warm toast. Children sit in small groups with plastic tableware and are encouraged to serve themselves. Children develop large motor skills well by using bikes, buggies, slides and climbing equipment. Visits to local facilities extend children's knowledge of their community and neighbourhood.

There are clear procedures for safeguarding children on arrival and collection. Children are protected from harm by a knowledgeable staff team, who have a good understanding of child protection issues and how to implement them should the need arise. The organisation is good. It readily supports quality and standards.

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?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.