

Little Love Lane Nursery Pre-School

Inspection report for early years provision

Unique reference number 119764
Inspection date 11/03/2009
Inspector Brian Evans

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Love Lane Pre-School opened in 1997 and is owned and managed by a committee. It is situated in a separate annexe in the grounds of Love Lane County Primary School. It is in the Cowes area of the Isle of Wight.

The pre-school have sole use of a fully enclosed outdoor play area. The pre-school is registered for 65 children from birth to eight years. A breakfast club operates from 08:00 to 09:00. Pre-school sessions operate from 09:00 to 11:30 and 12:30 to 15:00. Lunch club is provided from 11:30 to 12:30. The after-school club operates from 15:00 to 18:00. All of these sessions are Monday to Friday, term time only. A holiday club operates from 08:00 to 18:00 Monday to Friday during school holidays and children may attend all or part of the day. The holiday club does not open on bank holidays or for two weeks over the Christmas holiday period. There are currently 49 children on roll, of these 20 receive funding for nursery education. There are six children with special educational needs and a small number who speak English as an additional language. Children attend for a variety of sessions either full or part-time. The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are 14 staff who work with the children, of these 11 have a relevant early years qualification and two are working towards a higher qualification. Little Love Lane Pre-School receives guidance and support from the reception class teacher of Love Lane County Primary school. They are members of the Pre-School Learning Alliance. They receive support visits from the development worker of this organisation.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides good provision within a safe environment in which individual children's welfare and learning needs are well met. The setting is led well and she has the strong support of an experienced, effective team of staff who are meeting the requirements of the Early Years Foundation Stage. Formal self-evaluation procedures are developing well and identifying appropriate priorities for the setting. Partnership with outside agencies is developing well and a well structured staff development programme has a good impact on children's learning and development needs. These factors help to underpin the setting's good capacity to sustain improvement.

What steps need to be taken to improve provision further?

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

- extend and build on good early years practice in partnership with the Reception Class of the primary school on the same site
- monitor progress more efficiently by pasting staff observations into each child's unique profile in date order and under appropriate areas for learning

- headings
- implement plans to build into the learning programme opportunities for children to access information and communication technology

The leadership and management of the early years provision

The well-qualified manager gives good leadership and has a good understanding of the setting's strengths and areas for further development.

The self-evaluation process includes the views of staff, parents and children. They contribute to a formal written set of priorities and review dates. The setting recognises that one such priority is to extend and build on their good Early Years Foundation Stage practice in partnership with the Reception Class on the same campus.

Safeguarding arrangements are good. Parents confirm that their children feel safe in the setting and that relationships with staff are very good. A parent commented that the key person attached to her very young child was 'like a second mother to her'. Correct ratios are maintained by ensuring that sufficient staff are on the premises.

A particular strength of the setting is that professional development opportunities are sensibly scheduled to add to staff's understanding and keep them up to date with the Early Years Foundation Stage arrangements. Staff consequently have a good understanding of how to create a safe and welcoming environment in which risk is minimised and safe behaviour is consistently reinforced.

The weekly programme is clearly displayed at the entrance and sets out clearly for parents the learning aspects and the associated activities for the week. Children's records in all areas of learning are well organised. Observations of children are used well to set out next steps of learning and are matched against the expectations of the early learning goals. Achievements are noted regularly in each child's unique profile which includes staff observations written on 'post-its', samples of children's work and photographs. Parents have good access to these records. However, identifying progress over time is sometimes difficult and children's profiles would benefit from classifying observations in the profile in sequence and under appropriate headings.

The quality and standards of the early years provision

The adults help ensure good relationships and that the children are well settled. Consequently, the children make good progress in their learning and development. Children play cooperatively because staff deal with minor conflicts skilfully and in a reassuring manner. Focus on the individual needs of each child is supported by good partnership with outside agencies including the Children's Centre on the same site.

Simple hygiene routines are rigidly adhered to by staff and children. Discussion between key persons and the children at lunchtime includes topics on a range of

health and food issues. These informal occasions are often laced with humour. A boy stated after eating that 'his food had gone down and down'. When asked how far he replied – 'as far as Southampton'. Children have a good understanding of how to stay safe because staff reinforce messages through the use of role play and stories.

They are gaining good listening and speaking skills, which prepares them well for the next stage of their education. Overall, with the support of their key person, each child was making a good, valid contribution to the group.

Displays in the setting give parents a succinct but clear outline of the areas of learning and children's development in Early Years Foundation Stage through bright posters and photographs. A music session observed with older children illustrated one approach to literacy through children enjoying using music to link sounds and letters. Children have the opportunity to make good choices in their play. They learn about size, shape and measure through good practical activities and experiment in the sand and water trays. The good use of props and role play help children to learn about the world around them. In one activity a key person became the patient while her group acted as medical staff and in doing so reinforced and increased their communication skills. Outdoor resources have improved significantly since the last inspection and so give children greater opportunities to develop their agility and finer motor skills. Staff closely observe children's preferences for child-initiated play or adult led experiences. For example, children enjoyed playing in the soft bushes in the pre-school outside area and this was extended by staff by cutting dens and tunnels in the bushes.

The setting recognises there is only a limited range of information and communication technology opportunities for children. Plans and monies are available to improve provision in this area of the Early Years Foundation Stage curriculum.

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

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.