

Little Cherubs Pre School

Inspection report for early years provision

Unique reference number EY286355
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Inspector Claire Jenner

Setting address Winstanley Community College, Kingsway North,
Leicestershire, LE3 3BD

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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 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 Cherubs Pre-School opened in 2004 under the current management. It operates from two rooms within the youth wing in the grounds of Winstanley Community College in Leicestershire. Access to the building is via small ramp. The pre-school is open each weekday from 09:00 to 12:00 during term-time.

The pre-school is registered to care for 26 children at any one time in the early years age range. There are currently 29 on role. Children come from the local and surrounding area. The setting is in receipt of nursery funding. The setting supports children with learning difficulties or disabilities and who speak English as an additional language. The setting is registered by Ofsted on the compulsory part of the Childcare Register.

The pre-school employs four staff. The manager and deputy hold appropriate early years qualifications. One staff member is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children feel settled and secure because the staff know them well, and recognise and value their individuality. The setting is well organised and children are provided with a satisfactory range of learning experiences that reflects their interests. The setting has taken positive steps to address recommendations from its previous inspection and have begun to implement systems to enable them to identify priorities for future improvements. Managers demonstrate a commitment to continue to develop strategies for effective self-evaluation and to further improve staff and parental involvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy and procedure clearly identifies the practitioner designated to take lead responsibility
- ensure a named practitioner is designated responsibility for behaviour management issues and that this is clearly reflected in the policy and procedures
- ensure the equality of opportunities policy clearly identifies the name of the Special Educational Needs Co-ordinator (SENCO)
- implement systems for effective and regular staff appraisals in order to identify the training needs of staff and to develop a programme of continuing professional development for all
- develop planning systems to provide play and learning experiences to cover all areas of learning
- develop the arrangements for observing and assessing young children to ascertain their achievements and to plan for their next steps
- extend systems for reflective practice, self-evaluation and informed

discussion to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

The leadership and management of the early years provision

Suitable procedures for the recruitment and clearance of new staff are in place and clear induction procedures ensure that adults are suitable to care for children and have a sound understanding of their roles and responsibilities. Managers show a commitment to supporting good practice and the on-going professional development of staff. However, systems to enable them to do this effectively are not in place. Consequently, not all staff are effectively monitored or motivated to update their knowledge and skill base. As a result, children do not receive a consistently high level of learning support. Managers have recently implemented a range of methods to self-evaluate the provision, for example, parental questionnaires and regular team meetings to encourage participation from staff and service users. However, these are still in the early stages and do not fully identify areas for improvement or set clear plans to ensure it happens.

Children are protected from abuse or neglect as staff have a sound understanding of potential indicators for these and are aware of whom to report any concerns too. However, although a written procedure is in place and shared with staff and parents it lacks some of the necessary detail. Consequently, staff may not be fully aware of the correct procedures to follow in the event of any concerns. As a result, children's welfare potentially is not fully protected. Most other policies and procedures for the effective running of the setting are readily-accessible and generally contain the required detail to underpin arrangements for children's welfare.

Staff are committed to working with parents and have developed positive relationships with them to promote inclusive practice. Parents are welcomed into the setting and receive some helpful information about the arrangements for their children's care and learning. They are provided with a prospectus at the start of their child's placement and have sight of the well-captioned noticeboard and displays. Staff and parents share information on a daily basis about events at home and at the setting. Developmental records are available on request and both established and new parents invited to open evenings to find out more about what the setting offers to children. The setting is familiar with liaising with other agencies, such as speech therapists or Children's Services to support children's individual needs and has forged positive relationships with the local primary school and other providers such as childminders.

The quality and standards of the early years provision

Children's health is effectively promoted at the setting. Children implement good healthy practices through their daily routine. Such as independently washing hands after visiting the toilet or before eating. Staff ensure they meet any individual dietary or health needs and maintain clear records detailing specific requirements. Children enjoy a range of healthy snacks during their time at the setting and have

easy access to fresh drinking water throughout the session. Children visit the 'snack bar' when they chose and independently help themselves to what they would like to eat. Spreading their own toast and pouring their own drinks. Staff support the children and engage them in conversation. For example, they talk about where the milk comes from and how it makes their teeth and bones strong. Consequently, children begin to learn about healthy eating. Children are encouraged to learn about keeping themselves safe through daily routines and planned activities, such as not running indoors and talking about road safety. Effective systems for the safe arrival and collection of children are in place and clear registers are maintained detailing good adult:child ratios, ensuring children are adequately supervised at all times.

Staff are aware of the learning and development requirements for the Early Years Foundation Stage and children generally make steady progress. However, some staff are more confident than others and as a result, the delivery of activities and support to children can be inconsistent. The setting is generally well organised and children have easy access to a broad range of toys and resources which are well maintained and appropriately stored. Children can move freely around the identified play spaces such as the creative area where they can independently access paper and materials to produce their own pictures. Children engage in some adult-led activities that focus on particular aspects of learning. For example, the role play area is set out as a house and garden where children talk about familiar situations and can re-enact their own experiences. On-going observations of the children are carried out by staff. However, these are not yet used consistently or effectively to clearly indicate children's achievements or to make clear plans for their next steps across all areas of learning. Consequently, children's progress can be inconsistent.

Children enjoy their time at the setting and are confident and settled. Staff are positive role models for behaviour. Consequently, children behave well. They have good self-esteem as the staff consistently praise and encourage them. Children are encouraged to be supportive of their peers and develop good relationships. For example, as they practice for sports day, children cheer and acknowledge their teammates achievements. Access to outdoor play space is limited and as a result, opportunities to participate in physical play in the fresh air and to experience play and learning opportunities outdoors are limited. Children have good access to a range of books where they sit and look at them independently, with friends or supported by staff. Children enjoy water play where they pour from one to container to the other and explore how much water it takes to fill different size containers.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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