

Little Gems Pre-School

Inspection report for early years provision

Unique reference number 511337
Inspection date 28/04/2009
Inspector Alison Large

Setting address West End Youth House, Moorgreen Recreation Ground,
Moorgreen Road, Southampton, SO30 3EG
Telephone number 023 80471070
Email
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 Gems Pre-School is one of a group of three privately owned pre-schools. It opened in 1995 and operates from the West End Youth House, in the West End area of Southampton. There is good general access to the premises. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are presently 54 children aged from two to the end of the early years age group on roll and, of these, 40 receive funding for early education. The setting currently supports a number of children with learning difficulties/or disabilities and is able to support children who speak English as an additional language.

The pre-school opens five days a week in term time, from 09.00 to 15.00 on Monday, Wednesday, Thursday and Friday, and from 09:00 to 12.00 on Tuesday. Children attend for a variety of sessions, including lunchtimes and extended days.

The pre-school employs five members of staff, all of whom hold relevant qualifications. The setting receives support from a pre-school development worker and the early years teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school take effective steps to promote children's welfare, learning and development, and their individual needs are met because staff know the children well and work to promote an inclusive environment. The children are happy and settled in the bright, child-friendly setting where they are able to play and learn. Steps are in place to evaluate the provision ensuring the setting is aware of its strengths and areas to improve. Staff provide an interesting range of activities, that help children make good progress in their learning, ensuring they receive a valuable experience of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- continue to review the layout of the indoor and outdoor provision to maximise learning opportunities
- continue to develop the planning to ensure that the learning needs of all children can be fully identified and met

The leadership and management of the early years provision

Staff are committed to ensuring all children are included and provide good opportunities for them to learn and develop. They forge strong relationships with parents and other related professionals, which enhances children's progress.

Children are respected and those with additional needs are supported appropriately. Staff demonstrate a commitment to increasing their own skills and improving the setting. All staff have, or, are in the process of, working towards relevant qualifications and work together very well as a team. The setting operates with a good ratio of staff, who are enthusiastic and clear about their roles and responsibilities. This benefits the children, who are well supported as they play and learn. All documentation is in place and regularly reviewed. There is a comprehensive range of policies and procedures in place which have recently been updated in line with the EYFS.

Staff have begun to accurately identify areas for improvement. They draw up action plans and take steps to improve children's care and learning. The pre-school have implemented a new assessment and planning system and share the children's records with the parents. Parents report they are happy with the care and education their children receive. They feel they are kept well informed through discussion with staff and through regular information available on notice boards and through newsletters. Effective systems ensure children are safe and healthy, their health and well-being is promoted by staff and the required documentation supports good practice.

The quality and standards of the early years provision

Children are happy and settled as they move around and use the different areas of play. They access a range of resources and staff have a good understanding of the early learning goals. They are interested in what children do and provide a suitable range of activities to promote their learning. However, the routines of the session are still being developed and as yet, do not provide for continuous provision for the children to maximise the learning opportunities. Learning is promoted in daily routines. For example, at snack time name cards are set out for the children, and they can count the pieces of apple, banana, grapes and orange they put on their plates. Staff make a good effort to ensure children have regular opportunities to play and learn outdoors. They enjoy creative play, where they are able to explore the textures of play dough and experiment with different types of painting. Staff take good measures to ensure all children are involved in the pre-school. Less confident, quiet children are encouraged to take part in activities. Staff get to know the children well, formal observations are made and information is used to identify the children's next steps in learning. Staff are beginning to ensure the planned curriculum reflects the needs of individual children. However this is still being developed to ensure children make good progress in all areas.

Children learn to keep themselves healthy and safe. They learn the importance of the clear hygiene routines they follow when preparing for snack time and learn about healthy eating as they talk about the fruit they eat. Children are well supported by the staff, who carry out daily risk assessments on the premises and equipment. They also learn how to keep themselves safe as they follow the effective procedure for the emergency evacuation and how to walk safely through the car park to the adjoining play area. Most children behave well as they learn to respect and consider others and some receive appropriate support to do this. They learn to share and take turns, which helps them to establish good relationships

with one another. For example, at the computer they know to take turns, and sit patiently waiting for their turn. Most use the mouse and keyboard with increasing confidence and skill. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

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

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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