

# Little Ones Pre-School

Inspection report for early years provision

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**Unique reference number** EY297084  
**Inspection date** 24/04/2009  
**Inspector** Michael Onyon

**Setting address** Ribbleton Hall Drive, Ribbleton, PRESTON, PR2 6EE

**Telephone number** 01772 796009

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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 Ones Pre-School has been registered since December 2004 and is run by a management committee. The setting operates from one classroom and the main school hall within Moor Nook Primary School in Ribbleton, Preston. A maximum of 16 children from two years to under eight years may attend the setting at any one time. The setting is open each weekday from 09.00 until 12.00 term-time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll and all are in the Early Years Foundation Stage. The setting supports children who have learning difficulties and/or disabilities.

There are four staff employed, three of whom have appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The setting provides an excellent range of effective learning experiences and play opportunities based on children's individual interests. This enables children to make exceptional progress in all areas of their learning and development. Continuous improvement is a strength of this provision, illustrated by how effectively areas for development have been tackled since the last inspection. Inclusion and diversity are outstanding, ensuring that all children are fully catered for and their welfare promoted excellently.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve the evaluation process to ensure that plans for the future are well targeted to sustain further improvement.

## **The leadership and management of the early years provision**

Children benefit immensely from the strong leadership and management established in this innovative setting. The manager works very closely with the headteacher of the host primary school, focusing sharply on the needs of all of the children. This has enabled significant improvements to be made to the provision since the last inspection. These strong leadership skills are effective in maintaining a dedicated and committed team of staff who work exceptionally well together to monitor the environment, everyday practice and individual performance. Written evaluations are completed with management, staff and parents to gather information about each child and their needs. As a result, children settle quickly into the setting, feel secure and clearly enjoy their time. Meticulous records and

photographs of daily routines and play activities are shared with parents and carers. Daily notes of progress are collated in children's learning records and used to inform planning.

A comprehensive range of policies and procedures is maintained and applied extremely well. Suitability checks are rigorously carried out and up to date records are maintained. Robust procedures are in place to ensure that children are kept safe and secure. Detailed risk assessments and daily safety checks minimise hazards. Staff have a secure knowledge of safeguarding issues and the procedures to follow if they have any concerns.

Systems for documenting evaluations of the provision are being developed. Staff acknowledge that more can be done to determine the priorities for future development of the setting. All areas of learning are very effectively promoted. Staff provide an inclusive and welcoming environment by organising the learning environment to ensure activities are accessible to all children and clearly labelled using text or pictures.

The setting has established an effective partnership and works well with all parents and carers. The key worker system enables immediate contact between parents or carers and staff. Parents speak very highly of their opportunities to discuss even relatively minor matters with the staff. 'Learning journey' records are compiled to chart children's progress and shared with the staff of the neighbouring Reception class. Parents and carers are very well informed through informative notices near the entrance to the setting and planned meetings to discuss 'mini milestones' which detail the progress of their child. One parent's description of the setting summed up those of many in saying, 'Moor Nook Little Ones is excellent. Children would be here on Saturdays and Sundays if it was open!'

## **The quality and standards of the early years provision**

Children enjoy their time in this warm and welcoming setting and enter enthusiastically and with confidence. They are extremely happy and contented and settle easily in the bright and inviting rooms. Children access an extensive selection of resources and benefit from a good balance of skilfully planned child-initiated and adult-directed activities. They make very good progress, especially in their language development and personal, social and emotional development. Children's interests are skilfully used to create innovative play opportunities with staff, ensuring all six areas of learning are met. For example, daily opportunities to make marks and understand letters and sounds are promoted very well. Children are quickly able to recognise pictures of events and use their imagination in the role play area. Here they take on different roles, for example, firefighters and other members of the emergency services.

Children enjoy numerous sensory experiences including a range of textured materials to make items of clothing. Some children excitedly talked about the design of paper aircraft and tried different designs which were especially purposeful in developing their physical skills and hand-eye coordination. Children learn how to operate the computer equipment and are encouraged to make their

own decisions.

Relationships are excellent between children and staff. All children participate particularly well and take turns when sharing equipment. Staff build on the initial information provided on registration by parents. Ongoing incidental and written observations and assessments of children's achievements and development are well documented. Staff have an excellent understanding of how young children learn and challenge and support children exceptionally well as they play.

Children have a very clear understanding of how to stay fit and healthy. They follow hygiene routines, such as cleaning their hands before mealtimes. They enjoy outdoor activities in all weather conditions, explore the extensive outdoor grounds and use physical skills when using the climbing frames and slides. Children pedal bicycles competently around the designated area and construct using large coloured blocks. They play games with staff, for example, taking their bicycles through the 'car wash'. Children begin to learn about difference and diversity. They celebrate different festivals that reflect their own and other cultures and access pictorial displays and resources. Children's independence and self-help skills are effectively promoted through everyday routines and practices.

Children are very well behaved because staff set high expectations. Good manners are learnt and reinforced and they follow the excellent role models set by staff. Children experience positive attitudes and develop life skills in a homely and well organised environment. They learn to be considerate of others, helpful and kind. Staff help them to learn about keeping themselves safe when playing outside, during activities and through the many visits from people in the community. Children have opportunities to join in well planned and safe activities with children from the Reception class. This effectively supports their move to the Reception class and develops the necessary skills for their future well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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