

Little Joes

Inspection report for early years provision

Unique reference number	EY345578
Inspection date	04/06/2009
Inspector	Marian Thomas

Setting address	St. Josephs RC Primary School, Philip Avenue, CLEETHORPES, South Humberside, DN35 9DL
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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 Joes pre-school is owned and managed by a limited company, Cleethorpes Childcare. It registered and opened in December 2006 and operates from within St Josephs RC Primary School in Cleethorpes. The premises has good disabled access. The setting is registered for 20 children aged two to under five years, of whom no more than eight may be under the age of three at any one time. There are currently 45 children on roll, of whom 44 are in receipt of nursery education funding. Children with learning difficulties and/or disabilities and those for whom English is not their first language attend the setting. The group is based in a designated playroom and currently has limited use of the reception class play area, school playground field and peace garden. The setting is open five days a week from 09.00 to 15.00 term-time only. All staff employed at the setting have relevant childcare qualifications. The group is a member of the Pre-school Learning Alliance and receives some support from the local authority. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Little Joes pre-school is a good provision, which recognises the needs of each child who attends. Because of this, including every child is a priority to the management and staff of the setting. This is reflected in the way in which children's learning and development needs are met. Parents confirm that children enjoy attending the setting saying, 'My child loves coming and asks every morning if it's a pre-school day!' Staff make it a fun and safe place for the children. Because of this, children behave very well and have excellent attitudes to learning. The setting has good policies and procedures in place, which do require some updating in line with the Early Years Foundation Stage requirements.

What steps need to be taken to improve provision further?

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

- ensure all policies and procedures are in line with Early Years Foundation Stage requirements
- ensure information on the complaints procedure is clearly displayed for parents.

The leadership and management of the early years provision

The manager and owner of Little Joes pre-school are very aware of the strengths and areas for development of this setting. This is reflected in the quality of self-evaluation which is produced. The setting makes good links, for the benefit of children's care and welfare, with the host school and other settings that children

transfer to. This ensures that children have a smooth transfer to the next stage in their education. However, stronger curriculum links have yet to be established. The setting strongly promotes staff training and development, and works hard to recruit and retain highly trained staff. Because of this, children's learning and development, and behaviour are very good. The extremely happy atmosphere promoted by all staff is well recognised by parents who feel their children enjoy coming to the provision and receive very good care. Parents feel very welcomed in the setting and that their views are valued. However, information to support parents in making a complaint is not clearly displayed. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

The staff and management constantly strive to improve the provision by setting challenging targets for both children's learning and development, and welfare. For example, information on children's development is kept in well organised profiles, which contain a wealth of information. The pre-school has identified, and is working to further develop, the existing links with school staff. Whilst good policies and procedures are currently in place, they are not yet fully in line with the Early Years Foundation Stage requirements. The setting has a very inclusive ethos and staff have a good understanding of the Special Educational Needs Code of Practice. Because of this, children with learning difficulties and/or disabilities are identified early and actions are taken to effectively support them. Good safeguarding procedures are in place which meet current legislation to ensure all risks are identified and assessed, particularly when children go on trips. All staff are well qualified and very good vetting procedures are in place. This enables the management to be sure that they are suitable to work with children.

The quality and standards of the early years provision

The staff work very hard to ensure children really enjoy themselves when they come to the provision and this is reflected in children's attitudes and comments. Children say, 'I really like listening to stories and painting pictures best'. All staff have a calm and friendly attitude and always join children in their play. This ensures positive relationships with all children. The strength of these relationships are very evident. For example, when a youngster showed reluctance at leaving a parent, but was very quickly led by staff to a play activity and helped to settle. Children show excellent attitudes to learning and are very keen to join in the activities provided. They play very well together and show courteous and respectful attitudes. Making their own choices from the good variety of activities on offer helps children to develop good independence skills.

Children behave very well in the extremely friendly atmosphere. A highly effective positive behaviour policy is in place, which all children recognise. Because of this, they are polite, take turns and are considerate towards each other. These high personal standards are reinforced by the manner in which adults respond to each other and to the children.

Active learning is well promoted within the setting through the diverse range of activities. This helps the children in the setting to develop very good learning skills which directly contribute to their future economic well-being. Staff plan and lead group activities particularly well in all aspects of the Early Years Foundation Stage. The importance of healthy eating is well established and children make healthy choices from the snack choices on offer. Whilst healthy eating is well promoted within the setting, sometimes children's lunch boxes do not reflect healthy choices. However, staff monitor children's eating well and ensure they eat healthy choices first. Children are aware of the importance of washing their hands before eating, to reduce the spread of infection. They enthusiastically join in with active play outside and this helps to develop their physical fitness.

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?	1
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