

Little Learners at Sellindge Pre-School

Inspection report for early years provision

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Inspector

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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 Learners at Sellindge Pre-school and Out of School Club was registered in 2006. It operates from purpose-built premises in the grounds of the primary school in the centre of the village. It has links with this school as well as the local toddler group and other pre-school providers. In addition to the Early Years Register the setting is registered on the compulsory part of the Childcare Register. There is a main playroom, with toilets, storage, staff room, office and kitchen. It is accessible to wheelchair users. There is an enclosed outside play area, and children are able to use the school playing field. The pre-school serves the local area. Children attend for a variety of sessions. The pre-school is registered to provide care for 26 children aged two years to eight years at any one time. There are 76 children on roll of which 63 are aged from two to under five years. The pre-school opens five days a week, all year. Sessions are from 09.00 until 15.15. The breakfast club opens from 08.00 until 09.00 and the after school club opens from 15.15 until 18.00. There are eight staff, two of whom have early years qualifications to NVQ level 6 with the others trained to level 3. Three of the staff are working towards level 4. The setting receives support from an advisory teacher and a consultant.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting effectively promotes the welfare and learning of children in the Early Years Foundation Stage. All children are fully included and their individual needs and interests are supported well. Effective procedures for self evaluation result in continuing improvement.

What steps need to be taken to improve provision further?

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

- extend the exchange of information with other early years settings to enhance the learning and development of the Early Years Foundation Stage children
- structure activities to maximise the opportunities for children to actively participate

The leadership and management of the early years provision

The staff are well qualified, experienced and dedicated to improving the quality of the care and education offered. They regularly attend training sessions to extend their understanding and the local authority advisory teacher and consultant visit to provide extra guidance. Outside agencies are used when necessary to give specific support for individual children including those with additional needs. The links with parents are good and parents value the setting. They are particularly pleased with the welcome they receive from the staff and appreciate the good range of information provided about what their children are doing. Informal conversations

take place at the end of the session and parents are encouraged to look at their child's progress record. Parents also have guidance on how they can help their child at home. The setting has established links with some of the other settings that the children may also attend. There is not yet a structured way to exchange information between these settings on how children are developing. The links with the schools that children move onto are good.

Safeguarding procedures and systems to ensure a secure environment meet government requirements. They are understood and followed by all staff. The correct checks are made on staff and volunteers. The documentation relating to safety is very well organised and used to promote all aspects of children's health and safety. Thorough risk assessments are in place and reviewed regularly. All staff are fully trained in paediatric first aid and in child protection matters. The setting complies with the requirements of the compulsory Childcare Register.

The staff have good arrangements to evaluate what they are doing and to promote improvement. Questionnaires are used to seek the views of parents, the children are asked their opinion and the staff contribute their ideas on how to improve the operation of the setting. Staff meetings include regular discussions on the effectiveness of what they are providing and how well children are responding. This process of continuous self-assessment successfully leads to improvement in how the setting operates. For example, the recent development of a policy for equality and diversity has led to activities related to different festivals to extend children's understanding of other cultures.

The quality and standards of the early years provision

Children enjoy coming to the setting and many show good levels of confidence. They enjoy the various activities that are provided for them and can be reluctant to leave at the end of the session. As one parent said, her child sometimes cries when it is time to leave. They relate well to other children and are willing to share equipment. They also respect the staff and follow their suggestions. The learning environment is interesting with a good variety of different areas providing focussed activities which help the children to make progress. Children are encouraged to do things for themselves and decide what activities to do. For example, a member of staff showed a group how to make a hole in wood with a hand drill and insert a screw using a hammer and a screwdriver. They then willingly did that for themselves without adult help. They worked safely because they understood how to handle the tools with care and, for example, kept their other hand clear when using the hammer. Not all children were actively involved during this time and a few were just observing the others for an extended period whilst they waited their turn to use the equipment. Children are also willing to experiment, as seen when one child carried a jug of water to the sand tray, put sand in it and poured it out into a water run to see what would happen. The staff willingly use other helpers where possible. For example, a dad brought in a metal detector and created excitement amongst the children as they took turns to 'discover' treasure which just happened to be buried close to the surface of the ground where they were searching. The staff have a good understanding of what children can do and regularly record what they achieve. This information is recorded in the child's

record book and enables the staff to plan other activities to enable them to continue to make progress.

Children's care and welfare are successfully promoted. The staff ensure the children wash their hands after digging in the earth and before eating. They are able to drink water whenever they wish. A key worker has responsibility for monitoring the development of a particular group of children. Discussions each week at staff meetings ensure all adults understand the needs of and next stages of development of all the children. The children are well supervised and the setting is secure. Children develop an understanding of a healthy lifestyle both from the healthy food at snack time and the good opportunities for exercise in the extensive outside areas. They respect the guidance of the adults, willingly tidying away at the end of the session. They get on well with each other without argument and make a very positive contribution to the success of the setting. They are successfully developing skills that prepare them well for their future lives.

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?	1

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?	1
How well are children helped to stay safe?	1
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