

# Small Talk Pre-School

Inspection report for early years provision

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**Unique reference number**

EY389710

**Inspection date**

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**Inspector**

Heidi Abernethy

**Setting address**

47 Gosport Road, LEE-ON-THE-SOLENT, Hampshire, PO13  
9EJ

**Telephone number**

02392 5520005

**Email**

info@smalltalkpreschool.co.uk

**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).

## Description of the setting

Small Talk Pre-School was registered in 2009. It operates from the ground floor of a house, in Gosport, in Lee-on-the-Solent. The pre-school is open each weekday from 09:00 to 15:30 with the exception of school holidays. There is a fully enclosed outdoor play area. The nursery operates from one level and has sole access to the premises during pre-school hours.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 23 children aged from two years to under five years on roll, some in part-time places. The pre-school supports children with learning difficulties and/or disabilities and with English as an additional language.

There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2. One staff member is working towards an NVQ level 2 qualification, another staff member is working towards her foundation degree and one of the managers is working towards a level 4 qualification. The pre-school provides funded early education for three and four-year olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school provides a cheerful, family environment where children progress well through the Early Years Foundation Stage (EYFS). The pre-school is well-managed and the management have a good knowledge about future improvements to address to enhance the children's individual learning and enjoyment. The pre-school works successfully in partnership with parents to ensure all children benefit wholly from a consistent approach to their overall well-being and education.

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

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

- continue to enhance the presentation of the book area and mark making materials to enable children to look at books for their enjoyment and attempt writing for different purposes and continue to provide children with opportunities to develop and use their home language alongside their everyday play
- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to use the information about children's next steps to fully inform future planning.

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

Children welfare is safeguarded well because the staff team all have a good understanding about child protection procedures. All required policies and documentation are in place such as written parental permissions and attendance registers. There are robust vetting and induction procedures to ensure children are cared for by qualified and suitable adults.

The pre-school obtain information about individual children during initial visits to the children's home environment and through settling in visits. They find out about children's family lives, home backgrounds and languages spoken. However, opportunities for children to develop and use their home language during their everyday play are not currently maximised to its full potential.

The pre-school have good systems of self evaluation and have created action plans to ensure areas of development are identified and addressed. The pre-school are keen to further enhance the book area and mark making materials in order to encourage children to access these resources independently enabling them to explore writing for different purposes and look at books for their enjoyment.

Good partnerships with parents are well established. Staff communicate with parents daily and additionally inform parents about their child's day within the two-way diary system. Parents welcome opportunities to meet with their child's key person during scheduled parents evenings. The pre-school offer alternative time slots for parents who are unable to make the scheduled parents evening. This ensures all parents have opportunities to be fully included with their child's overall welfare, learning and development.

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

Children arrive happily to the pre-school and separate from their main carers well. They enjoy playing alongside each other and help each other, such as filling up watering cans to water the plants they have planted in the garden. The staff know the children well and follow their interests. For example, some children wanted to add cheese into the play dough. The member of staff extended this interest by making and cooking cheese straws with the children.

The pre-school staff conduct observations of the children and identify children's next steps in learning. However, the observations tracked into children's individual records are not currently linked to the expectations of the early learning goals. In addition, children's next steps are not always fully utilised to feed into future planning for individual children.

Children learn about the importance of washing their hands before cooking to ensure the germs do not go into the food. They develop self care skills as they enjoy washing up the mixing bowl and cooking utensils. Children learn to care for other things as they each take turns daily to feed the pre-schools goldfish.

A basic knowledge of prepositions is introduced to the children as they listen to 'we're going on a bear hunt' and make the actions of 'over' and 'under' as the story is read. The staff team meet children's individual needs well such as lending parents a book called 'there is a house inside my mummy' because they are expecting another child. This enables the parents to talk about the new baby in a safe and enjoyable way with their children.

Children have access to two low level computers at all times. They develop skills from mouse control to identifying the correct shapes, letters and numbers on the screen. They enjoy the free-flow system between the inside and outside areas and have fun as they move themselves around in toy cars. Children have opportunities to explore a range of musical instruments and love to dance and move their bodies to familiar music and action songs.

Staff talk to children about why it is not safe to rock on their chairs. This equips children with the understanding to manage their own safety independently. The staff team use consistent behaviour methods with the children such as positive praise and encouragement. Children enjoy receiving stickers as a reward for their good achievements and behaviour.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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