

# Little Steps Pre School

Inspection report for early years provision

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**Unique reference number**

EY219553

**Inspection date**

28/09/2009

**Inspector**

Elaine Douglas

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Little Steps Pre School is run by a parents' committee. It opened in 1978 and operates from two adjoining halls, an adjacent cloakroom and a kitchen. Children have access to a secure, enclosed, outdoor play area. It is situated in the rural village of North Newton, Somerset. The pre school is open Monday and Tuesday, 09.00 to 15.00, and Wednesday and Thursday, 09.00 to 12.00, term time only.

The pre school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the group at any one time. There are currently 20 children aged from two to under five years on roll, some in part-time places. The pre school currently supports a number of children with special educational needs and/or disabilities or children who speak English as an additional language..

There are four members of staff, three of whom hold a level 3 early years qualification and one who is working towards a level 3. The supervisor is working towards a level 4 qualification. The pre school receives support and advice from the local authority and has close links with the school opposite.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good knowledge of the Early Years Foundation Stage (EYFS) and each child's needs ensures they successfully promote children's welfare, learning and development. Children are kept safe and secure through good procedures, and develop a good awareness of a safe and healthy lifestyle. The partnership with parents is a key strength of the setting and they generally work well with other agencies to ensure no child is disadvantaged. This means that children make good progress considering their starting points and abilities. The very effective use of self-evaluation and monitoring systems ensures that actions for development are continually identified and monitored, to ensure good outcomes for children.

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

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

- develop systems to liaise with other providers delivering the Early Years Foundation Stage, to ensure progression and continuity of learning and care
- continue to develop the observation and assessment system to ensure the learning priorities for each child are identified and used for planning
- ensure the emergency consent forms clearly state that emergency treatment may be sought

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

Good recruitment and induction procedures help to ensure only suitable staff are employed, and that they are knowledgeable about their roles and responsibilities. Very good risk assessments are carried out daily by the staff and for each and every outing. Staff are very effectively deployed to ensure children are constantly supervised in all areas of the premises. They have a sound understanding of signs and symptoms with regard to child protection, and the lead practitioner has a good awareness of her responsibilities to record and report any concerns. Children's registration forms contain all the necessary information to safeguard their welfare. Staff are clear about the emergency evacuation procedures in all areas of the premises, and their responsibilities. Good policies and procedures are shared with parents, and implemented very effectively by staff, to ensure children remain safe and secure. Children are generally protected in the event of having an accident, as staff are qualified in administering the good supply of first aid equipment. Written parental consent is obtained for staff to seek advice in an emergency. However, it is not clear that this may include seeking emergency treatment.

The partnership with parents is highly effective. They are invited to meetings to learn about the EYFS and excellent information is available on a daily basis. The written and verbal exchange of information ensures children's individual needs are met. Parents, in conjunction with their children, complete information to enable staff to help children settle and to understand their starting points. Settling in procedures are individual to each child and consequently children are happy and confident at the pre school. Children who speak English as an additional language are sensitively supported and their culture valued. This promotes their sense of belonging and identity. Staff work well with other agencies to ensure good information is obtained to enable them to plan for children with special educational needs, to provide an inclusive provision. Close links with the local school support children's transition there and the setting seek information from other providers of the EYFS when children transfer to their care. However, this is not as effectively maintained when children attend other providers in addition to the pre school.

The committee have individual roles and responsibilities, and effectively support the supervisor, who works directly with the staff and provides a good role model. Very good systems are used to evaluate and monitor the quality of the provision, which includes parents' and children's opinions. This enables actions for continuous improvement to be identified. For example, changes have been made to the premises to enable children free flow access to the outside area. Staff now plan for the children to be able to access the curriculum both inside and outside. Plans are in place to purchase wet weather suits to ensure opportunities for children to use the garden area all year. Parents now receive excellent information on the EYFS and how this is reflected in activities, staff have increased their knowledge of child protection issues, recruitment and induction procedures have been improved, and all medication and accident forms are signed by parents, all of which were raised as recommendations at their previous inspection.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a very good understanding of children's development and promoting it through their play and daily routines. Full use is made of all the facilities, which gives children very good space both inside and out. For example, one room is used for tabletop and floor activities, another for creative and messy activities, with access to the toilets and the outside area. The excellent range of resources are set up every day in low level units to enable children to become independent learners. The pre school provides a busy, calm environment in which children are purposefully engaged in self chosen or adult-led play and activities. Consequently, children are motivated to learn and develop high self-esteem.

All children have opportunities to take part in a very good range of challenging and exciting activities. For example, they use different media, such as paint and clay, to print with different seashells. Good interaction promotes children's awareness of the different sizes, shapes, patterns and colours. Staff make regular impromptu and focused observations, which identify children's individual learning and interests. These are linked to the early learning goals and are beginning to be used to identify individual development but plans do not currently identify how activities support each child's learning. However, they each have a key person who knows them well and is able to support them in their next steps.

Children have daily opportunities to develop a safe and healthy lifestyle. They help themselves to fresh drinking water and are provided with a variety of nutritional snacks. They have daily opportunities for physical play and to choose to be outside. Children wash their hands after using the toilet and before eating. They are provided with soap and find their own towels to dry their hands. Snack time is used as a social occasion with children sitting in small groups with a member of staff. They learn to use knives safely as they spread their cheese and carefully pour their own drinks. Children regularly practise the emergency evacuation procedures and learn about road safety as they walk around the village.

Children confidently use the computer to support their learning. For example, they use the mouse to play a matching game and to open and close different programmes. They are encouraged to access books, recognise their names and notice words. Staff provide good role models, pointing out to children that some words give instructions. Children are polite, well behaved, help each other, build good relationships and look after the environment. They enthusiastically join in with the whole group activities, such as music and movement sessions. Children develop their imagination and take on familiar roles with good access to role play equipment. For example, they dress up as Cinderella and go in their carriage to the ball, they drive their cars to work and press the horn to make others aware of the car, and they use the toy tools to make repairs to the Playhouse.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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