



Little J's Preschool

Inspection report for early years provision

Unique Reference Number EY305776

Inspection date 19 September 2005

Inspector Michelle Ann Parham

Setting Address Broderick Hall, Clayhall Road, Gosport, Hampshire, PO12 2BY

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Registered person Little J's

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little J's Pre-School registered in 2005. It is located in the residential area of Alverstoke, Gosport in Hampshire. The provision is privately owned. It is situated in Broderick Hall and serves local families who come from a mix of social and economic backgrounds. The proprietors oversee the day-to-day organisation of the provision. Children have use of a large hall and outside play area.

It is the settings policy to accept children from two years nine months to five years

and operates Monday to Friday from 09:00 to 12:00 and 12:30 to 15:00 term time only. The provision is in receipt of government funding for the three and four year olds. There are five members of staff employed to work with the children, all of which hold relevant early year's qualifications and continue to undertake further training.

The provision works closely with the Early Years Development & Childcare Partnership. There are 14 children on register, including 12 three year olds and 1 four year old who are in receipt of funding. The group are able to offer appropriate support to children who have a recognised special educational need and children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a positive attitude to physical exercise and benefit from outside play on the field at regular intervals. They show a real sense of achievement as they hit the ball with the bat and run and kick the football. Their ability to handle tools and equipment is increasing as they use the computer mouse, pencils and scissors and they gain confidence with their new found skills. Children negotiate their way around the field, train track on the floor and other equipment around the setting; they have a good sense of space and show increasing control over their movements.

Children learn about healthy eating as they enjoy the nutritious fruits and savoury snacks the setting provides. They know which foods are good for them and topics and general conversation about healthy teeth and bodies encourages children to learn about nutritious diets and promotes healthy lifestyles. They have access to fresh water throughout the session which they can access independently. This prevents them from becoming tired and de-hydrated and improves concentration. Practitioners have a good knowledge of children's individual dietary requirements and effective procedures are in place to ensure they are addressed.

Children have a good understanding of personal hygiene and as they are becoming increasingly independent in their personal care. They know when to wash their hands after using the toilet and before snack time and are gaining increasing control in putting on their coats and fastening them. Their good health is promoted as practitioners have effective procedures, for example wearing disposable gloves to deal with accidents, providing separate disposable towels and hand wash, using anti-bacterial spray to clean table tops and toilet areas and encouraging regular hand washing routines. Good procedures are in place for dealing with accidents, administration of medication and a high percentage of staff have a relevant first aid qualification. This ensures children are kept healthy and accidents and illness are dealt with effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment where practitioners have identified and minimised all risks and hazards within the setting. Regular risk assessment is undertaken on the premises, equipment, outings and outside play area. Fire drills are practised regularly and logged and ratios are reduced for outings. Children's safety is a priority and effective procedures implemented successfully ensure this is maintained. Children are secure because the front door is kept locked, and good procedures are in place regarding the safe arrival and collection of children.

Children are protected because practitioners have sound knowledge and understanding of child protection. They have awareness of the different types of abuse and possible signs and symptoms that may indicate a child were at risk. They are aware of their role and responsibility to protect children in their care and of the agencies to contact should they suspect a child was at risk. Subsequently all procedures in place promote the safety and welfare of children and ensure the setting meets this outcome effectively.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident in their relationships with the practitioners and show genuine affection for them and each other. They know the routine and settle quickly and confidently on arrival to the group. They happily leave their parents and join in the selection of activities provided for them. Currently there is limited opportunity for children to self-select resources and initiate their own choices of play which would help further develop independence and responsibility.

Practitioners talk to children about family and home life increasing children's sense of belonging and helping form secure and trusting relationships. Children develop good personal care skills as they access the toilets autonomously and gain increasing control in putting on their coats independently. They are beginning to work well in small groups as they co-operate and help each other when packing away activities and negotiating how to carry bulky equipment. Children are happy and engaged in their play, they are well cared for due to practitioners understanding of their needs.

Nursery education

The quality of teaching is satisfactory.

Children are making progress in their learning because the practitioners understand how children learn and make use of the stepping stones and early learning goals. They incorporate the curriculum guidance for the foundation stage into practice. However, planning of activities does not involve key workers and therefore activities are not fully developed which impacts on the quality of teaching children receive. Activities are not planned to currently build on what children know already and individual steps for their future progress, they do not include how practitioners are deployed and children are grouped and do not indicate how activities can be adapted to suit children of different abilities and understanding.

Practitioners work directly with the children for the majority of the time. Interaction is good; however, practitioners do not always question children or develop skills effectively to extend their learning and some opportunities go unnoticed. Practitioners work well to support learning through play and through practical experiences. For example, through introducing phonics and mathematical concepts in circle time. They provide an environment which is organised and clearly explain to the children what activities are on offer.

Resources are in place to support children's learning and progress; however opportunities could be extended to encourage children's independent use of books and handwriting. For example, making the book corner more inviting and displaying the books attractively and children naming their own work and having writing opportunities presented in the home corner.

Children gain increasing knowledge and mathematical ability as they have good opportunities to recognise shape, colour and numbers. Every-day routines encourage their calculating skills, problem solving and mathematical understanding. For example, making up the train track and slotting the pieces together, counting how many children are sitting in the circle and how many more girls there are, looking at shapes in play-dough, art work and around the room in general.

Children are given opportunity to mark make. Their spoken language is developing well as they confidently talk to staff and peers about their home life experiences. They are happy to interact with their peers and staff members and are increasing in their confidence to speak in large groups. Their levels of concentration are good and they enjoy listening to stories in groups or to others speaking in circle time. They have resources and good activities that promote word and letter recognition, reading and linking sounds to letters, therefore developing their literacy skills.

Children are gaining knowledge of the world around them through interesting and worthwhile activities; looking at bulbs, the swans on the creek, visiting the local beach and community parks and finding out about other people's beliefs and cultures.

Good opportunities are in place for children to develop skills using a range of tools and materials. They enjoy creative play with glue, crayons and play dough. They manipulate various tools successfully using the computer, sand and outside play equipment showing good control and co-ordination. They use their imaginations well, enjoying play with the train track, cars and garage and home play equipment; pretending they have made pancakes with the play dough and tossing them up in pans.

Helping children make a positive contribution

The provision is good.

Children are developing a strong sense of themselves because practitioners provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy attending the setting, gaining in confidence and self-esteem because practitioners praise and encourage for effort and achievement. Children show a good sense of belonging, for example, they settle well into the group and

interact confidently with practitioners and peers. Children are valued as individuals because practitioners have a good understanding of equal opportunities. Their needs are well met in accordance with any special requirements and close working with parents.

Positive images, displays and activities that promote diversity are undertaken. This helps children learn about themselves, become aware of a wider society, developing self-esteem and respect for others. Children's behaviour is very good and they respond well to clear boundaries set by practitioners such as not running around the room. They respond well to adult intervention and gentle reminders to share or take turns, gaining an increased understanding of acceptable behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from well established informal relationships between practitioners and parents. Children's progress is shared through settling in reports, termly reports on progress and learning and feedback when required. Information boards, regular newsletters and the policy file in the entrance foyer displaying weekly structured activities and working practices of the group ensure parents are informed. Currently however there are no practices in place to include parents in opportunities to continue play and learning at home, for example home books or a weekly theme table that children can contribute to. Assessments are available for parents to look at and practitioners are happy to discuss the individual needs of the child on arrival and collection.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory.

All staff are appropriately qualified in early years and are encouraged by management to attend further training to enhance their professional development and working practice. Practitioners have appropriate direction and are aware of their roles and responsibilities. Effective procedures are in place for staff to ensure they are aware of the working practices and policies of the setting. Practitioners have sufficient knowledge of the Curriculum Guidance for the Foundation Stage. However, do not currently work as a team on future planning which would help children make further progress in their learning.

All Policies and procedures work in practice to promote children's health, safety, enjoyment and achievement. Most documentation is in place for the effective management of the setting and the care and welfare of children. Group sizes and staff ratios contribute to children's good health, safety, enjoyment and achievement and ability to take and active part in the setting. Effective deployment of staff promotes positive relationships and ensures children's needs are well met. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve storage of resources to promote opportunities for children to self select and initiate their own choices of play
- ensure complaints log is established for parents to view and required documentation is always in place to record existing injuries.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning of the curriculum to include key workers and use children's individual progress records to build on what they know, including how activities can be adapted to suit children of varying abilities
- further develop the book corner to encourage children's interest and independent use
- further develop practice to include parents in opportunities to continue play and learning at home, for example by introducing home books and a theme table for children to contribute to
- introduce further opportunities for children to practice writing their own names, for example on their own pieces of work.

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procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk