

Little Un's Pre-School

Inspection report for early years provision

Unique reference number EY397584
Inspection date 02/02/2010
Inspector Beryl Witheridge

Setting address Darenth Village Hall, Ladywood Road, Darenth, Dartford,
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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 Un's Pre-school opened in 2009 and operates from two rooms in a village hall. It is situated in Darenth, Kent . A maximum of 36 children may attend the pre-school at any one time. The pre-school is open Monday afternoons from 12:30 to 15:30 and Tuesday to Friday mornings 09:00 to 12:30 for 38 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently thirty six children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and can support children who speak English as an additional language.

The pre-school employs six staff. Five staff, including the manager hold appropriate early years qualifications, and are working towards updating their qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is very inclusive and meets the needs of the children attending. Warm and friendly staff and the established key worker system ensures that the individual needs of each child are known. Children are well supported and enjoy their time with staff and each other. The observations and assessment of the children learning and development are not yet fully established and engaging parents in their child's development is an area which requires improvement. Systems are in place to help to assess what works well and what needs to be improved to promote effective outcomes for the children. All staff are involved in evaluating the provision.

What steps need to be taken to improve provision further?

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

- make ongoing observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- ensure that children's next steps are being clearly identified through the observational assessments and that these are used in leading future planning
- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development
- keep a record of all accidents and incidents, including existing injuries, in a confidential manner and ensure parents are aware of these records

- obtain written parental consent when taking children on outings away from the premises

The effectiveness of leadership and management of the early years provision

The safeguarding policy is effective and staff know what to record and who to report to should they have any child protection concerns. However, the recording of existing injuries needs to be reviewed to ensure confidentiality and parental awareness of these records. The manager has attended recent safeguarding training reflecting current Local Safeguarding Children Board procedures and has shared her knowledge with all staff. The emergency evacuation is carried out each term and a record of the practise is maintained. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise risk. These include preparation for regular and occasional outings. Written permission for staff to take children on short trips in the local area such as to the shops and the post box are not in place. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable.

The resources available to the children offer good choice and variety. Staff have improved the free choice for children by introducing more resources which children can access easily and make decisions about what they want to play with. Effective staff deployment helps to ensure children are well supported in their play and learning. Equality and diversity is embedded well into every day practice. Children's understanding of diversity is well promoted through the range of toys, resources and experiences provided. Policies and procedures are very effective and the learning environment is equally available to all children. This helps to ensure that no child is disadvantaged in any way.

The use of self-evaluation is beginning to address areas of the provision which staff have identified for improvement as well as pinpointing their strengths. Future targets for improvement are realistic in order to ensure effective benefits for the children. Training to help with the self-evaluation process is planned. Recent improvements include updating the policy documents and the introduction of resources providing free choice for children. All staff are committed towards ongoing improvement.

Partnerships with other settings such as local schools, the Sure Start centre, health visitors, social workers and speech therapists are in place. This helps to ensure children's individual abilities and needs are known at an early stage. This helps key workers to understand the uniqueness of each child and work with other professionals involved in the care or future care of the children.

Parents are very happy with the provision and are able to talk to staff at any time about their child. They are able to settle their child when they first start and share their child's abilities, likes and interests with the staff. They have a daily contact book which informs them of the activities their child has been involved in. However, the staff are not able to share their observations and assessment of the children as these are not fully established. They do not identify what children need

to do next to move forward in their learning and development. This is an area staff have identified for improvement. They are eager to engage parents more fully in their children's development.

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

Children are greeted warmly by the staff as they arrive and settle in. Adults support children's learning well. For example, when talking about the weather at registration they use pictures to reflect what the children have identified. They also help them practise their skills in relation to numbers and counting. All children are equally included in activities; for instance, as they all count how many children are present, although at times some children are distracted and are counting by rote and do not necessarily understand the meaning of number.

Children know they can approach staff at any time, for instance, when they are doing jigsaw puzzles and need some support to help them to complete it. The staff give a lot of praise and support. When children are looking at books in the book corner, they thoroughly enjoy themselves when a member of staff joins in with them and reads a story, asking them questions to extend their understanding. Children playing with the 'gloop' are asked to describe what it feels like; they use descriptive words such as 'cold, stringy, smooth and stringy'. This shared communication helps to develop children's ideas and make connections in their learning.

Children are able to access a wide range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. Children are very confident when using the computer although some younger children need advice or guidance from an older child or a member of staff. The use of notebooks in the hospital are favourites of the children. They enjoy making notes about their patients and writing prescriptions. Several staff become patients with slings and bandages. The children revel in their imaginative play.

Children's starting points are discussed with parents when they first start and are recorded.

The planning for the play environment covers all the areas of learning and staff meet weekly to discuss the needs of their key worker children. These needs are not obvious from children's progress records; the observations and assessments are not clearly identifying the next steps for children and how staff are going to move them forward. Although their learning is extended as they play and build on their current abilities and interests. The evaluation of adult led activities is positive and staff are able to state what works well and what doesn't as well as providing ideas on how to improve the activity in the future.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and play. The interaction between the children and the staff is close and caring. Those finding it hard to settle respond to their key person's care

and begin to feel secure and safe as they play. Children learn about safety issues through staff input and remembering the group rules such as 'playing nicely together', 'pick up the toys so we don't slip on them'. Adult support helps children to develop an awareness of their own personal safety.

Children's good health and well-being is actively encouraged. They enjoy regular physical exercise both indoors and out. The outside area has to be made safe each time the children go outside as they do not have a secure fenced area to play. The children love singing and dancing, or playing with the balls, quoits, skipping ropes, balancing bars and the parachute. Children are involved in health and hygiene routines and know when and why they need to wash their hands. Their independence with self-help skills is well promoted. Children eat healthily and are included in food preparation for snacks. These include options, such as pears, apples, raisins, bananas and the introduction of foods from different countries when they children are looking at festivals and celebrations from around the world. Children's individual dietary requirements are recorded so that all staff are aware. Children are learning the benefits of eating healthily.

Children are very well-behaved for the majority of time and learn the expected behaviour boundaries through discussing them at registration time. They are independent and responsible with turn taking. They share and play together well. They respond well to plenty of praise and encouragement and adopt good manners. This gives them the incentive to do well as they develop good levels of confidence and self-esteem.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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