

# Little Learners Pre-School (Harrow)

Inspection report for early years provision

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EY394659

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**Inspector**

Julie Biddle

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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*.

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## Description of the setting

Little Learners Pre-School is located in a community centre in the London Borough of Harrow and has been registered since 2009. The pre-school is one of two that are privately owned by the same provider. It is split into two buildings that are both located on one site. A maximum of 73 children may attend the pre-school at any one time. There are currently 33 children in the early years age group on roll. Children have access to a secure enclosed outdoor play area. The pre-school is open to children and families from the local community.

The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The two buildings have ramps to enable wheelchair users access the premises and parking facilities are also available for disabled users.

The pre-school is open each weekday between 8am and 6pm, all year round. Children can attend for a variety of sessions. Six staff are employed, including the managers, all of whom have early years qualifications.

The setting is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and caring environment where they are happy, settled and eager to join in activities. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and are able to fully participate in all activities offered. Good partnerships have also been established with parents and other professionals to ensure children are further supported. The management and staff clearly identify the way forward and all staff work hard as a team to provide good quality experiences for the children. Effective, ongoing evaluation that supports plans for the development of the provision is beginning to evolve.

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

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

- further develop the outdoor area for the benefit of all the children
- further develop the systems for observing and planning for individual children

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

The children are cared for in a safe and secure environment. Staff are clear in their understanding of their role to protect children. They know the indicators of abuse

and the procedure to follow to report concerns. A thorough safeguarding policy supports them in this role. A robust recruitment procedure, which includes all staff completing Criminal Records Bureau (CRB) checks and being closely monitored during their probationary period, means children are further protected. In addition, daily and in-depth risk assessments are carried out to further promote children's safety while at the setting. The security systems in place ensure that intruders cannot gain entry unseen and children are collected by named persons only. Staff are well-deployed throughout the nursery to ensure children are able to freely explore in their welcoming and cheerful nursery. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff.

The provider, manager and staff work very well as a team, promoting good quality care for all the children. Staff continue to develop their childcare skills through attending relevant training opportunities, ensuring they are conversant with the Early Years Foundation Stage requirements. The provider/manager has a clear commitment to the continuous improvement of the setting. She demonstrates a good understanding of the strengths and areas for improvement. The views of parents are meaningfully sought and the setting is also receptive to support, guidance and feedback from the local authority.

Space and resources are organised very effectively to allow all children to move around freely and safely. A high quality and varied range of toys, materials and resources are provided to meet the varying needs of the children attending. The staff successfully use the resources to provide children with an extensive and stimulating range of activities to help them progress. All equipment is in good condition and is easy to access, thus helping the children to become confident and independent from an early age.

There is a good range of toys and resources which help to promote children's understanding of diversity within our society, for example, dressing up clothes, books, dolls and welcome posters in other languages. Furthermore, diversity is valued through recognising festivals from other countries, such as making lanterns for Chinese New Year. The atmosphere is very inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning while taking their interests into account. All children receive the support and attention they need to become part of the group, feel they belong and feel special.

Parents are warmly welcomed into the setting and encouraged to share information about their child to enable positive working relationships to develop and the children to settle well. The effective key worker system provides a good channel of communication between the setting and parents, which in turn ensures continuity of care and supports staff to meet each child's individual needs. Parents are supportive and say that their children are happy to attend the nursery. The setting is proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively.

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

Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied as they play and learn. The layout of the rooms enables the children to move around with ease as they help themselves to a good range of toys and resources, which encourages their independence and helps them to make informed choices. The three rooms provide children with space to create and develop physically on large play equipment or read and relax in the warm, cosy quiet room.

Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts and achievements which supports their self-esteem. Children are beginning to learn to share and take turns and some help staff to tidy away the resources. They are encouraged to have good manners and to be kind to each other. The interaction with the staff is warm and positive, children feel able to approach them with confidence to ask for help and support.

Children contribute their own suggestions for activities by making their own choices about what they wish to do and by using resources in ways that they decide. They are particularly pleased when they help staff to decide on the next activity. Planning for each child is unique to them and is organised around their individual interests and their next stage of individual learning, which is determined through purposeful observations. Staff are committed to improving their planning and observation systems, to support this they are working closely with the local authority support teacher.

Children have good opportunities to develop skills in Information and Communication Technology; they are enabled to gain the necessary skills to use the keyboard, mouse and to operate a simple program. Children have further opportunities to develop skills for the future as they use mobile phones, magnifying glasses and discuss with their peers how much their meal costs at MacDonald's. Children enjoy good opportunities to develop their imagination when they play with construction tools. They build towers and have fun banging hammers and drilling with drills. Their imagination is developed further as they play in the office using a keyboard. Children have free access to a range of creative resources that stimulate their minds as they use glue and scissors to create pictures. Children are beginning to write recognisable letters and words. They are developing a strong love of books and use books independently as well as having stories read to them. Children take pleasure in story time in small groups where they chat about what they can see in the book. All children take delight in singing familiar songs; they remember the days of the week and the months of the year as they sing.

Children learn the importance of adopting healthy lifestyles as they play in the garden area. The garden area is enjoyed by the children, however, the area is not used to its full potential. In addition, children learn about keeping fit as they take part in yoga sessions. Although parents provide their child's packed lunch, the

setting supplies healthy snacks that take account of children's particular dietary needs. Fresh fruit and vegetables are supplied. Children absolutely love helping themselves to water when they are thirsty.

Children learn about keeping safe within the setting. They take part in fire drills which ensures they learn about how to evacuate the building safely. They are reminded how to carry their chairs safely and how to keep warm and safe when they play in the outside area. They understand that they are expected to sit at a designated table when eating their snack to prevent choking hazards.

## 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	2

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

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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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