

Little Lillies Pre-School

Inspection report for early years provision

Unique reference number EY394826
Inspection date 30/04/2010
Inspector Lorna Lorraine Hall

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Lillie's Pre-School is run by the Pre-School Learning Alliance. It first opened in 2000 and re-registered in 2009 due to a re-location. It operates from a community hall on the Lancaster Court Estate in Fulham in the London borough of Hammersmith and Fulham.

The pre-school opens each weekday from 9:30am to 2:00pm term time only. All children share access to an enclosed communal outdoor play area.

The setting provides 20 places for children aged from two years to five years at any one time. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 14 children on roll, all of whom are in the early years age group.

The setting receives support from the Hammersmith and Fulham Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is successfully promoted because clear safeguarding procedures are in place. Although children learn about a healthy lifestyle and generally wash their hands before handling food. This is not consistent. Children's health is further promoted because members of staff have up to date first aid training. There are lots of opportunities for children to enjoy outdoor play. There is a strong emphasis on inclusion and staff use different communication techniques to communicate with the children. Parents' views are sought and valued and they are asked to complete a questionnaire to comment on the service they receive. However, there are no planned systems to ensure all parents contribute to their children's learning. Good use is made of the self evaluation to review and reflect the service staff provide. Consequently, staff are well informed about the plans for the future.

What steps need to be taken to improve provision further?

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

- ensure all parents contribute to their children's learning
- ensure children consistently wash their hands before handling food.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because staff are knowledgeable of legislation to protect them. The setting has strong links with the relevant agency to ensure any safeguarding concerns are dealt with promptly and in the best interest

of the children. The written safeguarding policy has clear procedures to deal with allegations against staff. Members of staff have completed suitable vetting procedures and are appropriately qualified to work with children. Risk assessment, indoors and outdoor, are carried out daily and are recorded.

Written policies and procedures are well maintained, confidentially stored, meet requirements and promote the children's welfare. For example, staff seek further training if they have to administer any long term medication. The policies and procedures are presented in a folder and are available during the session; parents can read it at their leisure. In addition, staff have an orientation sheet with a tick list of the main policies and procedures. During the settling period staff ensure parents read and understand them. There is good support for children who have additional needs and staff have completed suitable training to support families to access the help they need. The special educational needs co-ordinator is very alert to the early signs of need that can lead to later difficulties in learning. Professionals such as speech therapists regularly visit the setting to carry out work with children and to advise and support staff. Staff are sensitive to the needs of the children and use different communication techniques to ensure all the children are involved. For example, staff use Makaton during circle time and other group activities. This way of communicating is successfully used to involve those children who have English as an additional language. Some very good examples of inclusion are seen as all the children participate during story and singing sessions.

Resources are effectively deployed to enable all the children to see what is available and make choices. Children confidently carry items to other parts of the room so they can extend their play. Activities are beautifully presented on tables and on brightly coloured mats on the floor. There is also a separate area with large free standing equipment such as a walking machine and exercise bike. There is ample space for groups of children to work together as they build high towers using large foam blocks. Children enjoy the support they receive from staff and happily involve them in their play especially during play in the home corner. Resources are accessible and available for all the children to experience and include a wide selection of resources that promote positive images of diversity, disability and linguistic differences.

There is a strong emphasis on partnership with parents, and effective systems are in place to ensure they are fully informed. Staff use the information parents provide about their children's capabilities on the initial registration and orientation form to successfully plan for their children's learning. News letters are sent out every term or as the need arises and there is a notice board with good childcare information. Key persons pass on daily information about their key children to parents. Parents are asked to complete a questionnaire where they can comment on the service they receive. To show the leader commitment to successful partnership with parents. Parents were included in the self-evaluation process. However, there are no planned systems to monitor and ensure all the parents contribute to their children's learning.

There is a great capacity for continuous improvement; through the self-evaluation the leader identified areas for improvements and has secure systems in place to ensure progress. Consequently, staff are fully informed through regular team

meetings about areas for improvements. The setting has strong links with other agencies to seek advice and support. Links with the local college means that students on childcare courses regularly attend the setting as part of their practical training. The leadership ensures staff are sufficiently supported to do their job and has developed strong links with the early years and pre-school learning alliance. Staff are encouraged to attend training and recently attended Early Years Foundation Stage training. As a result of the training the leadership and management have improved the way they plan learning for the different gender groups.

Children are well behaved because they are sufficiently challenged. They are familiar with the routines and early help to prepare for the next activity. For example, they help staff carry the bottles of water to the carpet. They show concern for each other especially at snack.

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

Staff have a good knowledge and understanding of the early learning goals. Consequently, they plan and deliver interesting activities based on the six areas of learning. Staff know the children well and how they learn. For example, they clearly repeat themselves to ensure all the children are involved and understand. During one to one time with the staff children attempt to write their names on their art work because they see staff do the same.

Areas of learning are easily identified and well resourced. Children practise their writing skills in the writing area. They patiently scan the books on the book shelf to find their favourite book. Staff sit with them and read on an individual basis or to groups of children. There are lots of written words and sign actions to enable children to learn that print carries meaning. Books are used to emphasise the current topic. For example, the book entitled the "Hungry caterpillar" is used in line with the theme on growth.

Children make good progress in their learning and development because parents provide information in relation to their starting points and capabilities. Staff use the information to plan and deliver an interesting and exciting environment where all children have equal opportunity to access resources. In addition, after the settling in period, staff observe the children and complete learning priorities where they identify learning opportunities they will provide to move the children on in their learning and development. Learning activities are planned under the six areas of learning. The weekly plan provides opportunities for child initiated activity. There is much consultation with children as staff follow their lead and support them to use the resources. Children use dressing up clothes and hand bags as part of a dancing activity. Children move creatively to the music and are fascinated by the different sound they can hear. Individual key persons ensure that observations and assessments are ongoing and they pass information to other staff.

Children develop skills for the future as they carefully sort out fine nails and different shape and colour wooden pieces and hammer them on to cork board,

showing good concentration skills. They are inquisitive and confidently approach visitors to the setting to ask question about the computer. They play well on their own and use pallet and paints to create beautiful pictures and use a range of brushes to get a desired effect.

Children are well behaved because staff praise and encourage them appropriately. Constant and clear repetition from staff ensures all the children work in harmony. Groups of children negotiate with each other as they build large wooden train track. They make connections and mimic the noise a car makes, which leads to a conversation about different forms of transport.

Children adopt healthy lifestyles and enjoy the ample opportunities they have to participate in physical activities. They ask to go outside and climb on a gradient and slide down on the climbing frame; they enjoy running around and balancing themselves as they walk on the large stones in the garden. Children use hoops, play football and use balls to knock down skittles. Play in the garden allows the children to safely interact with residents from the estate. There is ample opportunities for children to have a rest after lunch, they choose a cushion and sit in the book corner. Staff working with the children have up to day first aid training and food hygiene training. Good procedures are in place to ensure children receive the correct treatment if they are ill.

Parents provide a packed lunch for their children, these are appropriately stored. Parents receive good information about what constitutes a healthy lunch. Children have access to water throughout the session and they enjoy fresh fruit at snack time. However, the generally good hygiene practice is not consistent as the children do not always wash their hands before handling food at snack time.

Children learn about safety in a well organised environment that allows them to move around safely and freely; they wait for staff to check the garden before they go out. Effective systems such as fire detectors are in place and the emergency evacuation procedure is on display. Their safety is further promoted as they participate in regular fire drills. Staff closely supervise the children during activities to enable them to take risks in a safe environment.

Visits to the library and local fire station provide good opportunities for the children to learn about their community. The celebration of festivals serves to acknowledge the uniqueness of the families which attend the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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	3
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