

# Little Hearts Pre-School

Inspection report for early years provision

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**Inspection date** 18/01/2010  
**Inspector** Janet Fairhurst

**Setting address** Sacred Heart RC Aided Junior & Infant School, Byermoor,  
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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 Hearts Pre-School has been registered since 2009. It is located in Sacred Heart Roman Catholic Aided Junior and Infant School, Byermoor, just outside Burnopfield. The pre-school operates from one main classroom within the main school building. It has access to an outdoor play area which it shares with the Foundation Stage children.

The pre-school operates from approximately 9am to 3pm Monday to Friday, term time only. A maximum of 24 early years children may attend the pre-school at any one time. There are currently 18 children on roll. The pre-school is registered on the Early Years Register. There are three members of staff employed, of whom all hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school promotes inclusive practice well, the needs of the individual child being at the heart of all they provide. In addition, children benefit from the sensitive, calm approach to their care provided by a highly competent staff team. Effective partnerships with parents and the host school totally enhance the children's time at the setting and support children's progress and learning. The staff team has a clear vision for embedding ambition and driving improvement through the self-evaluation processes that are effectively used to ensure the ongoing development and continuous improvement of the setting.

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

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

- continue to develop the plans in place to record children's starting points and children's next steps in their learning.

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

Robust safeguarding policies and procedures are effectively implemented by staff, who fully understand their role and responsibility, having attended training in child protection. Effective procedures for the recruitment and vetting of all staff ensure that children are well cared for. This, combined with regular staff appraisals and effective overall monitoring, ensures that all staff are aware of their roles and responsibilities and implement these consistently. In addition, children are well protected by detailed and consistently implemented effective recording systems for medication administration, accidents and allergies. Detailed risk assessments and health and safety practices ensure children are safe indoors, outside and on outings. There are visual and written checklists completed before children arrive

and before they use areas of the premises, such as outside. Safety equipment and procedures ensure the safety of children on the premises and during arrival and collection times.

The manager is a highly motivated and experienced practitioner. Staff are highly committed to improving their knowledge and everyday practice by regularly attending training sessions and additional courses. The setting has established positive relationships with parents and carers, ensuring each child's needs are well met. Highly informative noticeboards, newsletters and weekly diary sheets ensure the effective two-way flow of information between pre-school and home. Parents express their satisfaction with the service that is offered. They feel the staff are welcoming and approachable and ensure they receive good information about how their children are progressing. Good links also exist with the host school, ensuring the exchange of relevant specific information, so each child's individual needs continue to be met. Children are well supported by staff in the pre-school. The pre-school environment is accessible, inclusive and welcoming. Children's work is creatively displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in the world around them.

All staff are actively involved in the self-evaluation process, which ensures a common sense of purpose between adults working together. The pre-school has built upon this culture of reflective practice, self-evaluation and informed discussion to identify their strengths and areas for development, which has a positive impact on outcomes for the children in their care. Effective systems are in place to obtain feedback from parents, staff and children, who are regularly consulted in a number of ways. For example, parental questionnaires identified parents' wishes to have more feedback on what their children have enjoyed at pre-school and also opportunities for them to help out during the sessions.

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

Children are happy, confident, independent individuals who enjoy their time spent at the setting. They benefit from the care, activities and play opportunities provided by the staff, who have a secure understanding of the Early Years Foundation Stage (EYFS) and how children learn best. Planning is flexible to ensure that the priority is clearly based on the children's interests. Staff have produced relevant documentation to monitor and track children's progress in line with the principles of the EYFS framework and use their observations to plan appropriate and challenging individual learning experiences. However, the pre-school is in the early stages of implementing this system and, although they are quite clear about what children's next steps are, these are not yet recorded. However, the pre-school has clear plans in place to improve this.

Children play in a spacious, well-resourced playroom where they can independently access suitable age-appropriate resources. These are stored in labelled containers in low-level storage units within language-rich continuous play areas. Children have fun and enjoyment. They enjoy mark-making and creative activities. They

use their name card to practise the formation of letters and the sounds they make. Children of all ages have good opportunities to explore a range of media and materials including paint, play dough, music and movement. Children access information and communication technology equipment, displaying very good mouse control and understanding of the age-appropriate software and games. Learning experiences are skilfully promoted in everyday activities and routines. Children follow instructions, confidently count the number of children present and put on their coats before going outdoors. They extend their knowledge of number, shape and colour as they complete puzzles, construct tracks for the train and create patterns using the play dough. Children enjoy using their imaginations, such as dressing up as doctors and dressing pretend wounds, while others do the ironing and make picnic food in the home area. All children develop a positive attitude to being active and undertaking daily physical activity. Children thoroughly enjoy dancing, shaking and jumping as they move their bodies to their favourite songs.

Staff are well deployed and highly involved with the children at all times. They ask children appropriate questions that make them think, respond and listen attentively to them, allowing them time to express themselves fully. Children show a great sense of achievement as the staff constantly praise them for their efforts. They are very well-behaved as they play together or take part in social activities, such as group story time. Children's understanding of difference and diversity is suitably addressed throughout the pre-school, where children can look at books, photographic displays and welcome posters, and access resources. Planning evidence shows how the setting celebrates festivals and special events. They ensure children learn to value and respect each other's similarities and differences, and develop an understanding of the diverse world they live in.

The welfare of the children is of paramount importance to the staff. Children learn safe practices as they practise the fire drill and understand why they must not run around the room. Visitors to the group talk to the children and develop their understanding about how they can keep themselves safe when crossing the roads. Children begin to learn about basic hygiene practices. They access the sinks, which aids their independence, as they wash and dry their hands. Children enjoy sitting together to eat their healthy snack of fresh fruit. Packed lunches are stored appropriately and staff discuss healthy contents with parents. Staff encourage children to drink plenty of fresh water during the day, with water or milk available at snack time.

## 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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