

# Little Flyers Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109842
<b>Inspection date</b>	15/06/2010
<b>Inspector</b>	Maria Lumley
<b>Setting address</b>	Middle Road, Sway, Lymington, Hampshire, SO41 6BB
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Flyers pre-school opened in 1970 and operates from a dedicated room in the village hall situated in the Sway area of Hampshire. Children have access to the hall and a secure enclosed outdoor play area.

Little Flyers pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for no more than 14 children from 2 years to under eight years. All of whom may be in the early years age group. There are currently 24 children on roll. The setting is open Monday to Thursday from 9.00am to 3.00pm. On Friday the pre-school is open from 9.00am until 1.00pm. The setting operate for 38 weeks of the year. Children come from the local catchment area. The setting supports children who speak English as an additional language.

The setting employs five members of staff, four staff hold appropriate early years qualifications. The fifth member of staff is working towards NVQ level 2.

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

Overall the quality of the provision is good.

Children are happy and settled at this welcoming and friendly pre-school. Their individuality is valued and practice is inclusive. Experienced staff work co-operatively to care for the children to support their play. Positive partnerships are established with parents and carers, ensuring children receive consistent support and good links are in place with the local primary school. Documentation and procedures are in place to promote children's welfare, however there are some weaknesses in the attendance and medication records. Various methods of self-evaluation have been introduced which highlights the group's strengths and identifies some areas for improvement. Staff are committed to continued improvement and plans are in place to re-surface the outdoor area which will extend the provision of large play equipment.

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

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

- further improve documentation to ensure an accurate record of children's times of arrivals and departures
- further develop the systems for documenting medication
- continue to develop assessment systems in order to match the observations of children to the areas of learning and to identify learning priorities for each child.

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

Staff are watchful of the children and attentive to their safety. There are effective procedures for emergency evacuation in place, which is regularly practised. Staff conduct these practises on different days of the week to ensure that all children and staff are included. Risk assessments are undertaken for the premises, the equipment and for outings, to minimise risks to children. The entrance to the pre-school is locked once all children have arrived and visitors are required to sign in and out. Robust procedures are in place to ensure staff's suitability to work with children and a list confirming their checks are on file. Staff tick a register to indicate children's arrival at the pre-school, however they do not record the times. Consequently, the register does not always detail an accurate account of the names and number of children on site. There is a well informed designated safeguarding officer to ensure any concerns are dealt with effectively. The group has a written safeguarding policy, plus local safeguarding contact details to refer to should they have concerns about a child.

The leadership and management of the group is good. The systems in place to evaluate the setting are sound and include clear identification of the strengths and areas for continuous improvement. The management committee, staff, parents and children are all included in the self-evaluation systems. In addition, the pre-school receive visits from their early years advisory teacher who conducts an annual evaluation of the setting. Staff continually update the environment and resources to further improve play opportunities and outcomes for children. For example, the pre-school room has recently been decorated, new low level storage units and resources purchased, replacement doors and new heating installed. The setting's next plan to ensure continued improvement is to have the outdoor area re-surfaced. Staffing levels are high resulting in children being carefully supervised and very good individual attention for those who want or need it. For example, staff ensure that children that have mobility difficulties are extremely well catered for and fully included in all activities by adapting the environment and equipment. Staff have clear understanding of their roles and responsibilities and work well as a team. Consequently, children are familiar with the daily routines and the pre-school runs smoothly. Children's independence is very well promoted as they are encouraged to serve their own snacks and pour their drinks. When a child becomes cold staff are quick to respond and find the child's sweatshirt. The child asks the member of staff to put it on for them, she responds, 'See if you can do it, have a go'. The child attempts to put on the fleece but struggles with getting their arms in the sleeves. The member of staff supports and guides the child, consequently the child is able to complete the task and is proud of their achievement.

The pre-school has a positive attitude and approach towards diversity and promotes good inclusive practice. Their positive approach is further reflected in the resources and activities available. For example, staff transform the role-play area into a restaurant and children use woks, chop sticks and noodles to explore China. Comprehensive details are obtained about each child to support their welfare and signed, written consents are in place to ensure children are cared for according to their parents' wishes. All records are securely kept, however not all medication

records include sufficient detail. Comprehensive information and written policies are in place and are readily available to parents.

Staff have developed good partnerships with parents which promotes children's welfare and continuity of care. Comments received from parents during the inspection are very positive. They report that the setting is very homely, nurturing and caring. Parents receive regular feedback about their child through informal chats, daily diaries and arranged appointments with key workers to discuss their child's learning and development. Regular newsletters and a detailed information board ensures that parents are kept well informed about the provision. Parents take an active role in the pre-school and are invited to attend many events such as parties, outings and concerts. The pre-school is managed and overseen by a parent management committee. The pre-school has established links with the village school, this supports a smooth transition for the children.

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

Children are very happy and settled at the pre-school. They form close relationships with staff and their friends and confidently approach staff to share their news. For example, a child brings in a photo album from home and takes great pleasure in sharing it with their friends and staff saying, 'This is when I was a baby, this is my mummy'. Children's individuality is embraced and welcomed and children are treated with kindness and respect. Their behaviour is good and staff use a consistent approach to help children learn how to manage their emotions and behaviour appropriately.

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. The small number of children means that staff know children well. Staff create scrap books for the children which include photographs, examples of their work and written observations. However, staff do not always link observations with areas of learning or use them to plan for children's next steps. Children benefit from a balance of child initiated and adult led activities. They are extremely independent and confident. Children are familiar with the environment and routine and help themselves to resources. They move freely between the indoors and outdoors, transferring resources between the two areas. A large tree creates good shade and protects the children from the sun. Children have very good opportunities to develop their physical skills as they pedal cars and race scooters. They ably control speed and direction to avoid collision. Children also access the large indoor hall where they play football, throw and catch balls and balance on bucket stilts. Children confidently manage scissors, pencils and paint brushes at art and craft activities and many write their own name on work. Examples of their drawings and writing are displayed on the walls, helping children feel their efforts are important and valued. Children have opportunities to recognise their names as they place work in named drawers.

Children show good levels of imagination as they play. For example, whilst using play dough they experiment with texture, shape and size. A child rolls and cuts a

length of dough and wraps it around their wrist saying, 'It's too long'. They shorten the length and try again saying, 'That's better, it's the right size'. The child, then rolls and cuts a circle of dough and attaches it to the strap saying, 'Look, I've made a watch'. Children spend considerable time using the farm set and a child decides they would like a pond to put the ducks on. A member of staff asks, 'How could we make a pond, what could we use?'. The child thinks then says, 'The shiny stuff mummy uses in the kitchen'. The member of staff gets some tin foil and asks if this is what the child means. The child says it is and scrunches up the foil to create a pond on which the child places the ducks and continues their play.

Children learn about the world around through outings, resources and activities. They take an active role in their local community. Children are currently making a 'We're Going On A Bear Hunt' display to decorate the church for the village flower festival. Children visit the dog training group and learn about how to behave around animals. Whilst playing outside, children watch with interest as people pass by, becoming excited when they see a person walking their dog. The member of staff tells them that it is a Labradoodle. Children learn about the wider world through planned activities. For example, staff create a travel agents in the role-play area and children look through travel magazines and study globes. Children excitedly look and listen as staff read a postcard that a child has sent from the Canary Islands. This prompts discussions about the various countries that children have visited. Children are confident communicators and use language to express their views and needs. They take great delight as they listen attentively at story times, joining in the familiar story and using actions alongside the words. Children sit together and sing 'Five Little Men In A Flying Saucer'. At the end of each verse they use their fingers to calculate how many men are left, deducting one at the end of each verse and correctly counting down five, four, three, two, one.

Healthy options are presented to the children at the snack area which is kept stocked with fruit and crumpets throughout the sessions. Children are familiar with the daily routines, washing their hands before they sit down to eat. The provision of liquid soap and paper towels reduces cross infection. At one point a child rushes in from outside to get some fruit and their friend reminds them, 'Don't forget to wash your hands, they're dirty'. The child responds and washes their hands saying, 'All the germs have gone now'. The hand washing poster acts as a visual prompt and staff are good role models. Children's independence is promoted and they pour their own choice of drink and tidy away their cups and plates. Children are reminded of ways to stay safe as incidents arise. For example, when a child rocks on their chair a member of staff reminds them, 'Don't rock on your chair, you could fall and hurt yourself'. The child responds and sits still.

## 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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## **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