

Little Drummers Pre-School

Inspection report for early years provision

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Inspector Anne Mitchell

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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 Drummers' Pre-School has been registered since 1990 and operates from two rooms in the Drummond Community Centre in Hedge End, Hampshire. The pre-school is registered on the Early Years Register and a maximum of 26 children may attend the pre-school at any one time. The group is open each weekday during school term times. On Tuesday, Thursday and Friday the opening hours are from 09:00 until 12:30. On Monday the session ends at 2.30pm and on Wednesday, 12 noon. Children have access to a secure, enclosed outdoor play area. The pre-school serves the local area.

There are currently 34 children on roll, all of whom are in receipt of funding for nursery education.

The pre-school employs 11 staff, which includes three regular bank staff and an administrator. Of these, six hold appropriate early years qualifications, and two of these are working towards higher qualifications. The staff receive support from an advisory teacher from the local authority and from a pre-school development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met successfully through the staff's clear knowledge of their interests, preferences and specific requirements. Children make good progress towards the early learning goals in this caring environment.

There are successful systems in place to monitor and evaluate practice, and these take into account the views of children, families and staff. Consequently, the capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop systems to effectively evaluate activities to ensure learning intentions are met and so that plans include any additional support and challenge required
- improve hand hygiene routines before mealtimes.

The effectiveness of leadership and management of the early years provision

Children are effectively protected from harm and abuse. There are clear safeguarding policies in place and most staff have completed some form of child protection training. They are secure in their knowledge and understanding of how to identify possible abuse and the correct procedures to follow. Robust recruitment

and vetting procedures ensure that all adults working with children are suitable to do so. Comprehensive risk assessments ensure that all areas of the setting are safe and secure.

The pre-school is well organised. Children are able to make clear choices in their play, choosing good quality resources from low level storage both indoors and out. Comprehensive policies and procedures support the reflect the good practice of the pre-school, and are reviewed and updated regularly. Clear information is sought about children's individual needs from the outset and close liaison with families ensure that staff are aware of cultural and religious needs, or additional support children may require. A varied range of resources, such as books, puzzles and home play provide positive images of cultural diversity and disability to enable children to learn about the wider community and to respect diversity. Displays around the room show photographs of all children who attend, providing them with a sense of belonging. All areas of the provision are accessible.

Systems to monitor and assess the provision are secure because staff and management work together to identify strengths and areas for development. The pre-school has made good progress in meeting the recommendations from the last inspection and has regular support and advice from the local authority. Staff and management have developed an ongoing progression log which records all areas for development with given time scales. Recent improvements include the development of a parents' rota and the review of all policies and procedures. Staff are committed to ongoing training to enhance their personal and professional development. Their enthusiasm and motivation enables them to continually improve outcomes for children.

The setting has begun to develop good partnerships with schools, other pre-schools and childminders. For example, visits to the local schools that the children will attend are arranged to familiarise them with their new teacher and surroundings. Consequently, children talk about their new school with confidence. The pre-school maintains a strong partnership with parents and carers. Regular parent questionnaires enable staff to seek their views and new parents attend an induction session with their child's key person prior to their start date to discuss the curriculum and play activities that are planned to support children's learning and development. Parents contribute to their children's developmental records to provide a complete picture of children's progress at home and at the pre-school.

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

Children make good progress in all areas of their learning and development. They are confident and motivated to learn and explore activities, both new and familiar. The high staff ratio ensures children have an excellent level of support and there is a good level of interaction at all times.

Staff recognise when to support children and when to enable them to play independently. They listen to what children have to say with genuine interest, promoting their self esteem and confidence. Children relate very well to staff and turn to them for cuddles, reassurance and support as required.

There is a good balance of adult planned and child initiated activities. Children are independent and well occupied throughout the session and use their imaginations well. In the role play area two boys busily answer the telephone and take 'appointments' for the hairdressers' shop, writing them down in the diary. Another child makes a birthday cake for his friend from play-dough, adding candles and counting them. He then spontaneously sings happy birthday and proudly presents the cake to his friend.

Children plant seeds to grow cress. The member of staff shows the children some shop grown cress so they can see the roots and seeds. The children talk about how their seeds will grow and what the grown cress smells like. This activity provides good opportunities for discussion about about growth, seeds, food and healthy eating.

The quality of planning for individuals, observation and assessment is good. All staff complete observations on children, and these observations are collated by the child's key worker. Each child's 'Learning Journey' provides a clear picture of children's development and next steps for their learning. Parents are encouraged to contribute to children's records through discussions with their child's key person, and recording 'WOW' moments at home to be included in the child's records. Weekly plans include next steps for each child's individual learning, and include adult planned and child initiated activities. All activities are evaluated, although these evaluations do not clearly show if learning intentions are met.

Children's health and safety is well promoted. They enjoy a range of healthy snacks such as apple slices, mini breadsticks and raisins. Drinking water is available throughout the session and children help themselves, disposing of their used cup in the washing up bucket. Staff provide good explanations of the importance of healthy lifestyles with children. They explain the importance of drinking water on a sunny day. They engage children in discussion at snack time asking 'Why is it important to drink milk and eat healthy food?' The children reply 'It helps your bones and teeth grow strong'. Children follow good hygiene routines. For example, at the 'nose blowing' station children are provided with tissues, a bin and anti-bacterial hand gel to promote independence in their personal care. However, prior to snack and lunch, they use a shared bowl of water in the playroom.

Staff reinforce safety issues encouraging children to take turns and sit carefully on chairs and explain why it is important. There is a good level of supervision at all times. Effective documentation is in place to support children's health and well-being. Visits from members of the community, such as the paramedics help children learn about safety issues in a practical way.

Children's behaviour is very good. Staff are good role models and speak to children and to each other with respect. Clear explanation is given to children about the importance of sharing, taking turns and being kind. Children are eager to help adults and each other, using the dustpan and brush after lunch or showing a friend where to put the pencils. The setting has a positive behaviour management policy familiar to all staff and committee. Each day a 'Good Day Bear' is awarded to

children who have been helpful. This provides children with a sense of pride and promotes links with home.

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	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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