

Little Owl Pre-School

Inspection report for early years provision

Unique reference number	226316
Inspection date	28/04/2010
Inspector	Christine Holmes

Setting address	Baptist Church, Main Street, Woodhouse Eaves, Loughborough, Leicestershire, LE12 8RZ
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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).

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 Owl Pre-School opened in 1990. The setting operates in a Baptist Church Hall in the Leicestershire village of Woodhouse Eaves. The setting serves the local community and surrounding area. It opens five days a week during school term times and operates from 9.00am until 12.00pm, Monday to Friday term time only.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 37 children on roll aged two to four years.

There are seven members of staff, four of whom hold appropriate early years qualifications, two are currently working towards this. The setting provides funded early education for three and four year olds. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring and welcoming environment. They take part in a varied range of activities that support them to make good progress towards the early learning goals. The setting promotes inclusion and is mostly organised effectively, taking into consideration the needs and interests of children who attend. Information is exchanged with parents to promote continuity in children's care. Systems are being developed to include parents in their child's learning. Partnerships with the local school are very established and make a strong contribution to children's achievements and wellbeing. Risk assessments are undertaken to identify and reduce any hazards but an up to date record is not kept. The setting demonstrates a commitment to continual improvement to benefit the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 10/05/2010

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

- review the organisation of snack time in order to provide more opportunities for children to make choices

- develop further the systems to consistently include parental contributions in identifying what children know and can do
- develop further the systems to feed children's individual next steps into adult led activities.

The effectiveness of leadership and management of the early years provision

Good practice has been effectively established in this setting. As a result, children's safety and welfare is fully promoted and protected, for example, ongoing training, effective induction and comprehensive safeguarding policies and procedures ensure staff are able to deal with any child protection concerns appropriately. Effective risk assessments are conducted and used appropriately to ensure that action is taken to manage or eliminate risks. Daily checks are carried out and systems are in place to address any health and safety issues promptly. However, a record of these procedures is not kept. This is a breach of a specific welfare requirement. Recruitment, induction and ongoing monitoring procedures are rigorous and robust to ensure the suitability of all practitioners who work with the children. All policies and procedures demonstrate a strong commitment to the welfare of children. They are available to parents and reviewed regularly.

The setting demonstrates a clear commitment to continually improving outcomes for children. The setting work effectively with the church to gain permission to develop the outdoor play area. Good use is made of local resources, for example, small and large tree stumps are used for children to balance, sit on, jump off and explore. This has greatly improved children's opportunities to become more active, develop their physical skills and enjoy the wonderful learning environment of the rural setting. A Healthy Tots Challenge is currently being implemented. This includes an audit of current provision and well targeted action plans. It includes parents and children's views and contributes to improving children's outcomes in relation to healthy eating, wellbeing and physical development.

The setting's equality and inclusion policies and procedures are effective. All children receive a warm welcome and relationships with adults are trusting and secure. All of the required information in respect of children's details is gathered and this helps to ensure each child's needs are met. Staff are appropriately trained and work in partnership with parents and others to support children with special educational needs and/or disabilities and English as an additional language. All children regardless of gender play an equal part in a varied and enjoyable curriculum.

The setting enjoys established strong links with the local school and this is of great benefit to children when they transfer as they are already familiar with the setting and staff. Partnerships with parents and carers are positive and contribute to children's wellbeing, particularly when children require additional support to settle into the group. This positive partnership also supports children's learning, for example, information provided about topics and activities helps parents to support their child's learning at home. Parents also contribute to topics, for example,

inviting children to their local allotments to learn about planting and growing and to harvest and enjoy eating freshly grown beetroot.

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

All children are included within the setting and benefit from high levels of individual attention. Children are keen to enter the setting and begin to play. They develop very positive relationships with staff and other children which help build confidence and self-esteem. Their behaviour is managed in a calm and appropriate manner and staff are positive role models. The learning environment provides a wide variety of activities that include a balance of adult led and child initiated play inside and outdoors. Staff involve themselves well during activities and this helps to stimulate and increase children's enjoyment and learning. Children make choices about their play and show high levels of involvement. However, during the preparation of snack time children are organised into large groups which limits opportunities to make choices. At times this results in children displaying much lower levels of involvement.

Planning takes account of the six areas of learning and staff involve children in planning by extending or shortening topics according to their interest and involvement. For example, a topic on machines is extended due to the high level of children's interest. Staff are very effective in observing and assessing children's progress in order to identify their next steps in learning. However, children's next steps in learning are not yet fully fed into adult led activities in order to fully capture all potential learning opportunities for children. Learning journeys are shared with parents and clearly track children's progress. However, assessments do not yet consistently include parental contributions to ensure a complete picture of what children know and can do.

Children are effectively supported to develop their language and literacy skills. Staff engage with children positively and have many interesting conversations, helping to develop children's vocabulary whilst consolidating their knowledge and understanding. For example, at snack time children take part in discussions describing the texture of the vegetables they are eating, what other food they like and how the different types of food contribute to their good health. Children learn to recognise their own name in print as they take part in self registration. They are eager to take part in games that help them to recognise the sounds that letters make and they enjoy mark making at the writing table. Children enjoy listening to stories and looking at books, which they do independently. Their interest is further fostered by taking books home to share with their parents.

Children display high levels of interest in imaginative play. Staff are very effective in capturing this interest to inspire children's learning in other areas of learning. For example, children who chose to spend long periods of time playing with small world toys such as diggers and tractors also explore the texture and the cause and effect on the gravel that has been placed in the tray. Children who spend time dressing up take an interest in the books displayed that depict the same themes. Then, without adult involvement, they negotiate their role with other children and

introduce storylines into their play. Outdoors children work well together to solve simple problems with recycled materials. They find out, through spontaneous trial and effort, how many children can fit into one cardboard box, how many children it will take to push the box along and how many it takes to carry the box.

Children have good opportunities to develop their computer skills through using computers at the local school. In the setting they complete a varied range of simple software programmes on the computer that support many areas of learning including number, shape size and colour. Children learn to use binoculars to take a closer look at the horses and their foals, pheasants and foxes in the field next to the setting. Children's good health, safety and wellbeing are effectively promoted. Children thoroughly enjoy outdoor play and show high levels of interest and understanding about healthy lifestyles and their own safety.

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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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