

# Little Friends Pre-School

Inspection report for early years provision

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**Unique reference number**

EY271462

**Inspection date**

18/06/2010

**Inspector**

Amanda Gill

**Setting address**

The Tea Rooms (Pavillion), Civic Hall - Blackshots Playing  
Field, Grays, Essex, RM17 9AW

**Telephone number**

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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 Friends Pre-School opened in 2003. The setting operates from a hall known as the Pavilion Tea Room within Black Shots playing fields in Grays, Thurrock, Essex. The pre-school serves the local area. The group opens five days a week during school term times. Morning sessions are from 09:00 to 12:00 Monday to Friday. Afternoon sessions are from 12:30 to 3:30 Monday to Friday. All children have access to a secure outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 77 children on roll. The pre-school supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

There are eight members of staff, five of whom hold an early years qualification to level three and above. The setting receives support from the 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, learning and development are promoted well. Children are very happy and settled because the staff at the pre-school create a safe and secure environment. The children are confident in their surroundings and the regular sharing of information with parents ensures that no child is disadvantaged. Practitioners know children well, allowing them to make good progress in their learning and development. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. Staff ensure that all children are supported to fully participate in the activities provided. The pre-school has a high capacity to maintain continuous improvement because the staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

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

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

- develop information currently given to parents on the Early Years Foundation Stage Framework at enrolment, with particular reference to curriculum planning, observations and assessment.
- develop further use of the self evaluation process and use this to help identify ways to improve outcomes for children.

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

The children's welfare is promoted well because practitioners have a good understanding of safeguarding issues and procedures. Required policies, procedures and documentation are in place and well maintained to further promote children's welfare. Children are kept safe and secure due to the vigilance of the staff and the regular risk assessments undertaken. The children have daily access to the outdoor play area, where staff closely supervise them to ensure their safety at all times. Full fire drills are in place, recorded and regularly practised to ensure all children have a thorough understanding of what to do in an emergency. Staff work well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine.

Practitioners have developed good relationships with parents and the procedures for handover ensure consistency in children's general care needs. At the point of enrolment, parents are given a prospectus to inform them of the principles and practices of the service, though this does not include information on the Early Years Foundation Stage framework such as, curriculum planning, observations and assessments. Parents receive regular newsletters enabling them to be kept updated with organisational issues and current topics. There is a good two-way flow of information and parents' views are sought and respected. This further promotes effective partnership working. Practitioners gather all relevant information about children to ensure their individual needs are known and met. The staff also have strong links with other professionals and are very committed to inclusion of all children to help promote continuity of care and education for the children. This further promotes an inclusive setting.

The setting is fully committed to promoting inclusive practice and is aware of the importance of teaching the children about diversity. Children are taught about equality and diversity at a level that they are able to understand and learn from. Staff make excellent use of the children's registration records and ask parents to come into the setting to talk to the children about the festivals and celebrations they carry out at home. Staff tailor the activities to the age of the children that are participating in them, this ensures they are able to learn from the activities. Children's learning of independent skills is enhanced through the careful placement of resources and activities in the room.

Practitioners are continually looking at ways to improve the running of the preschool to improve the outcomes for children. All staff are beginning to contribute to the pre-school's self-evaluation and this is discussed regularly at team meetings. However, systems are in their infancy stage and have yet to be fully developed to further promote the outcomes for children. The staff are clearly working hard to improve their service. All resources are deployed very well, they are all stored at a level which enhances children's acquisition of independence skills. The staff have a natural affinity with children, anticipating and responding well to their welfare and development needs. The staff team are extremely keen to

continue to drive improvement by attending additional training to improve their knowledge.

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

The children are happy and well settled in their environment. They arrive eagerly at the setting and confidently leave their parents at the beginning of each session, demonstrating trusting and secure relationships are built. Practitioners have a good understanding of the Early Years Foundation Stage enabling children to make good progress in all areas of their learning and development. Parents provide information to form a baseline assessment at the start of their child's placement. Staff track the children's attainment rigorously in line with the Early Years Foundation Stage framework. These are recorded fully in children's individual assessment profiles, which staff share with parents and use very well to plan children's next steps. The setting operates by a key-person system and staff know children well enabling them to give key-children individual support. Practitioners effectively work in partnership with external agencies to support children with additional needs and they are currently working towards making links with the local schools to support transitions for September.

Children attending the setting are clearly respected by staff. They seek the views of the children during activities about what they like to do and which resources they would like to play with. Planning is very flexible and often a planned activity changes because of a child led conversation or a new idea. For example, whilst playing with the sand a conversation began between a member of staff and a child about playing in the paddling pool at home and from this came a water activity where the children washed the toy cars and trikes in the garden. Planning for all children ensures that they are all able to progress with great success, given their ages, abilities and their starting points. Clear and concise planning ensures planning is adaptable to meet the individual needs of all of the children attending. Clear learning intentions for each of the activities are recorded and are evaluated to ensure the children enjoyed them and that they fulfilled the learning intentions.

Children learn about healthy eating as they are provided with healthy choices at snack time. Children also enjoy practising their physical skills as they ride bikes and trikes, participate in ball games and take part in regular singing and movement rhymes at the end of each session. Children behave very well, and have warm and close relationships with the staff. Children feel safe, as they learn in a caring environment that plans for their individual needs.

## 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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