

Little Tots Pre - School

Inspection report for early years provision

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Inspector Andrea Caroline Snowden

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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 Tots Pre-school was re-registered under new ownership in 2010. It operates from the village hall in Hopton, Suffolk. Children have use of the main hall and the associated facilities and there is an enclosed outdoor play area. The pre-school provides care for children from the village and local surrounding areas.

The provision is registered by Ofsted on the Early Years Register. A maximum of 24 children aged between two and under five may attend at any one time and there are currently 30 children on roll attending a variety of sessions. Of these, 28 children receive funding for early education. The pre-school is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The setting opens five days a week during school term-time between the hours of 8.45am and 11.45am. Additionally there is an optional lunch club which operates between 12 noon and 12.40pm.

The setting is owned and managed by three partners. All partners hold relevant child-care qualifications at Level 3 or above. One further staff member is employed to work with the children and bank staff are also available.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in this setting are appropriately cared for and making satisfactory progress in their learning and development. Documentation to ensure children are safe is mostly in place, whilst their welfare needs are generally met. Effective partnerships with parents and other professionals are developing, ensuring staff get to know each child well. The setting have not yet carried out a full self-evaluation to highlight strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing - this specifically refers to taking the children off registered premises into the school hall (Safeguarding and promoting children's welfare) 31/07/2010
- write and implement an effective policy on the administration and storage of medication (Safeguarding and promoting children's welfare) 31/07/2010
- ensure that observations are used to assess children's learning and to identify learning priorities to plan relevant and motivating experiences for each child (The assessment arrangements) 30/10/2010

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

- further develop the systems for self-evaluation, reflective practice and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve behaviour management strategies to further enable children to learn right from wrong
- ensure drinking water is freely available at all times.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because staff demonstrate a sound understanding of their role in protecting children. All staff working with children are vetted and visitors to the setting are monitored. Additionally safe recruitment procedures ensure new staff are suitably qualified to work with young children. Generally risk assessments are robust and children are able to play in safety. However, there is no risk assessment carried out when children are taken off registered premises to the next door school. Most other documentation is in place to ensure children are safe and well cared for and detailed plans are agreed with parents to meet any specific needs. There is no written policy on the administration and storage of medication which has the potential to compromise children's safety.

Staff work well as a team and resources are mostly deployed well to ensure children access a wide range of activities. Organisation of the setting means that children learn to become independent and confident and the recent development of the outside area means children have regular, free access to the fresh air and outdoor activities such as water play. Although no children with special educational needs attend the setting at present, staff demonstrate a sound understanding of working with children and families to meet their needs. Staff have introduced effective methods such as the 'All About Me' booklet, to find out about children's backgrounds, cultural beliefs and any preferences. As a result they know the children very well, contributing to children's sense of security and belonging. Parents speak highly of the setting and are encouraged to contribute their views ideas and skills. They share in their child's learning and development and contribute to children's 'Learning Journeys' with written observations from home. As a result children enjoy continuity of care and their interests are sometimes developed by the pre-school staff. Although no children attend other settings, staff demonstrate some strategies to develop partnerships which would benefit children. Very good transition arrangements are in place with the local school, ensuring children's confidence is built ahead of their forthcoming move.

Since purchasing the setting the proprietors have created a long 'to do' list which is giving them some focus on making improvements. This has enabled them to implement new practices around snack time, create a new more stimulating and comfortable book corner and provide children with outdoor play. However, this system is not sufficiently effective to evaluate the setting's strengths throughout

the Early Years Foundation Stage and as a result targets are not being prioritised and some weaknesses have gone un-noticed.

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

Children are happy and they have fun whilst at pre-school. Staff are kind and gentle and ensure those who have difficulty in settling are well supported. They link activities in the setting to what children do at home with their parents helping children to feel more secure. Staff have a sufficiently good understanding of the possible learning outcomes from activities to support children's development across the six areas of learning. They question children appropriately to test their skills and children are eager to show what they can do. Staff make regular, informative observations of children and take photographs as evidence of children's capabilities. However, these observations are not used to plan relevant activities for each individual child to ensure they make good progress. As a result children are not always sufficiently challenged.

Children are confident. They chat easily to all staff and friendships have clearly formed. They work co-operatively together and enjoy the responsibility the title of 'busy bee' gives them. They show care and concern for their peers and are developing good social skills for later life. Children use language animatedly in their play. They talk through what they are doing and what they plan to do next, for example, in their role play. Staff promote good opportunities for children to link sounds and letters at registration time when children sing the 'a a a' song. Children love books and join in excitedly with well known refrains and the writing table gives opportunities for children to practice with a range of resources. Older children are very competent with number, sorting, shape and size and manage the activities with ease. Their design and making skills are promoted through a good variety of construction kits and their problem solving skills developed as they try to work out how to balance the very tall tower. Children join in some well known festivals through their craft, for example, making Chinese dragons to celebrate new year. Children throw and catch balls using 'sticky bats', demonstrate good spatial awareness as they move around the furniture with dolls pushchairs and use small tools such as rollers, and cutters at the play dough table. They enjoy large group games such as 'Mr Wolf' and willingly join in with music and movement. Children's creativity is evident as they enjoy mixing colours at the painting table, use brushes to paint their hands to experiment with texture and enjoy role play.

Children generally behave well and understand the boundaries. However, staff do not always explain to them the consequences of their actions impacting on children's ability to learn right from wrong. Children are adopting healthy habits with regard to personal hygiene and they know the routines for hand-washing well. They make healthy choices at snack time with a wide variety of foods on offer and although fresh drinking water would be provided if asked for, this is not freely available at all times for children to help themselves. Older children demonstrate that they are becoming aware of their personal safety, using equipment sensibly, whilst younger children are supported by staff. Through the daily routine at pre-

school children are learning skills for the future. They are becoming good communicators and are developing an ability to solve problems.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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