

Little Learners Crayford Pre-school

Inspection report for early years provision

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05/05/2010

Inspector

Linda Margaret Nicholls

Setting address

Chapel Hill, Bexley Lane, Crayford, Kent, DA1 4BY

Telephone number

01322 550072

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Little Learners Crayford Pre-School is privately owned and operates from church premises in Crayford, the London Borough of Bexley. Registration is for the Early Years Register only. Registration is for a maximum of 30 children in the early years age range, none of whom may be under 2 years. There are currently 36 children on roll. Registration does not include overnight care. The hours of operation are from 9.30am to 12.00 noon, Monday to Friday, term time only. There are five permanent staff all of whom hold appropriate child care qualifications. The provision receives regular support from an early years advisory consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Learners Crayford Pre-School provides a safe and secure environment in which positive, committed, relationships develop easily between adults and children. Comprehensive systems build and track children's progress towards the early learning goals of the Early Years Foundation Stage. Children are respected and valued as individuals and make good progress. Consistent, caring routines follow individual needs and welfare requirements are effectively applied to ensure the safety and well-being of all children who attend. The provision uses reflection and self-evaluation to drive continuous improvement in the services it provides.

What steps need to be taken to improve provision further?

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

- introducing children to the variety of written language and alternative methods of communication, thereby extending children's understanding of cultural diversity and abilities
- encouraging more children to contribute at snack time and extending their independence and control of personal hygiene routines
- welcoming parents with attractively presented information, including the qualifications and professional roles of staff, so that their achievements can be recognised.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Clear and accurate records are maintained, safety policies are in place and staff know what to record and who to report to should they have any child protection concerns. Safeguarding procedures reflect current Local Safeguarding Children Board practice. The layout of the large, main hall is prepared daily with toys and play materials arranged to plan, strongly supporting individual enjoyment and achievement. Resources are organised to provide stimulating activities over the six areas of learning although

some items, stored in a side room, would enhance these, such as the mirror for dressing up and the daily use of the first-level computers. Risk assessments are dated, identify hazards and indicate actions taken to minimise risk, including an assessment for occasional outings. An emergency exit procedure is displayed and practised so that all children are aware of what to do in an emergency.

The staff team is committed to the improvement of the provision and has clear priorities and plans for the future, including updating child protection training. Reflective practice and focussed planning ensures children enjoy a stimulating and motivating learning environment from the moment they arrive. Policies and procedures have been updated but are not presented effectively, in places having changes and additions pencilled in. Ongoing training supports staff to meet the children's learning and development needs, the latest of these being workshops on Progress Matters, a National Strategy for Early Years practitioners. Self-evaluation procedures and past recommendations have been met and effective record keeping is in place. Equality and diversity are recognised in most aspects of care and learning, although children do not view daily, a variety in methods of communication. Annual festivals, such as St George's Day, are celebrated so that children learn about the wider world. Clear and concise assessment of individual needs are carried forward from starting points supplied in discussion with parents. All children benefit from the shared expertise of local authority specialists and consultants who attend the provision.

The parents' notice board is not used to best effect. A poster informs parents of the Early Years Foundation Stage and goals, but staff commitment to the continuous improvement of quality, via training and the development of their professional roles, is not promoted. Parents are provided with clear learning records based on observations, assessment and planning for next steps to learning. Reports of achievements and events at home are noted separately and information is exchanged during direct contact with key persons at delivery or collection time. Links with other relatives or carers, such as grandparents and childminders, are in place.

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

Children play happily and settle quickly, because staff provide sensitive care and are attentive to their needs. They sit close to children examining the pages of books, or sit with them on a mat to discuss the railway layout, trains and figures as children develop their imaginative play. Children quickly become familiar with the routine of the day. They approach members of staff to show them new shoes or personal items they have brought with them. They know to call out a 'good morning' response to a member of staff who takes the register. Children feel confident to practise and acquire new language skills because staff listen closely to them and ask questions that make them think. Their individual needs and interests are identified by capable, experienced staff and used to build individual learning goals. Following discussion of mini beasts, children explore the outside area with magnifying glasses, captivated by snails and ants they discover. They develop their memory and knowledge of number as they help staff count the number of children

present each day, they learn to add one more as they build a pizza from six sections. Resources such as dressing up clothes, wheeled toys and dolls, provide props for extensive imaginative play. Although children cannot then check the changes they make to their appearance in a mirror. Children problem solve, supported by members of staff who give them time to accomplish the goals they have set themselves, such as completing puzzles or a painting.

Tricycles, scooters and balls are available in the garden to stimulate physical activity and enjoyment of exercise. Children experience a range of textures, smells and colours as the seasons change. They can smell the wet leaves the snails lie under and photographic evidence shows them digging the snow. They sing and follow the movements of songs together. Children learn to work with others as they build towers from construction resources, play with the kitchen equipment or take turns at the craft activity. They use a range of tools to stick yellow tissue paper to make a sun and white cotton wool to make a snowman for composite posters of the seasons. They freely draw or write with pencils and paper as they play with telephones and small interactive toys, although they do not have daily opportunity to use first level communication technology such as Vtec computers. They know their work is valued because their work is labelled and pegged up to dry before it is taken home.

Children learn to play safely. They know to put on coats when they are chilly, to take turns as they use the scooters or trikes and to put on aprons when they choose to paint. Tissues are not easily accessible so children cannot increase their personal self care skills. Children know to wash their hands after messy play and before snack time. They cooperate and make a positive contribution to the routine of the day as they volunteer to wipe down the table tops. They sit patiently as they wait to be served with fruit slices and biscuits. They choose from drinks of water, milk or fruit squash, that adults pour for them. Occasionally they enjoy hot chocolate drinks. Children learn to negotiate and respect each other as they socialise and listen to what others have to say.

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	1
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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