



# The Little Voices Pre School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	139104
<b>Inspection date</b>	21 March 2006
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<b>Registered person</b>	Committee of Little Voices Pre-School Playgroup
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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### WHAT SORT OF SETTING IS IT?

Little Voices Pre-School is a committee run group. It opened in 1985 and it operates from the church hall of the Sacred Heart Church in Ruislip in the London Borough of Hillingdon. A maximum of 26 children may attend the nursery at any one time. The nursery is open Monday, Tuesday, Wednesday and Friday from 09:30 to 12:00 term time only. There is no access to an outdoor play area.

There are currently 40 children aged from 2 to under 5-years on roll. The group does not currently receive funding for 3 and 4-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs, and also

supports children who speak English as an additional language. The nursery employs 5 staff and 2 of these staff, including the manager hold appropriate early years qualifications. Another member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are learning about the importance of personal hygiene as they wash their hands after using the toilet and before eating. They observe good hygiene practices carried out by staff, for example washing tables and cleaning floors. Children are protected from unnecessary illness as they do not attend if they are contagious. Accident and medication documentation is suitably maintained and all staff have attended first aid training to ensure children are cared for appropriately in the event of an accident.

There is no access to outdoor play, although children are able to move around comfortably in the large play hall. They have access to equipment such as a slide, tunnel, balls and hoops. However, insufficient time is spent participating in a range of activities to keep them fit and healthy.

Children are offered healthy snacks such as fresh fruit and milk. Their individual dietary requirements are met and respected. Children are able to help themselves to drinks throughout the morning. They enjoy tasting different foods such as noodles as they celebrate Chinese New year.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to play and eat comfortably as they use the appropriate furniture and equipment provided. Unfortunately, the setting is not allowed to display children's art work or posters, although staff are considering ways in which to make the environment more attractive for young children.

Overall, children are safe and secure on the premises. Health and safety policies are in place although, children have not experienced regular fire drills and the evacuation procedure is not displayed. Staff supervise the children closely and they are learning to keep themselves safe as they carry chairs and help to tidy up.

Children are well protected as the staff have a sound knowledge and understanding of their role and responsibility in child protection. Sound monitoring, recording and referral systems are in place in the event of any child protection concern.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the pre-school. They are familiar with their environment and feel at home. Children are able to communicate their needs to the staff that talk to them warmly and encourage them to participate in various activities. This increases children's sense of security. As a result, children are confident to initiate their play. However, staff do not set up the play hall to encourage children to develop their independence through making choices from a wide range of resources.

Children are busy participating in a range of activities, for example as they explore sand, water and play dough. They are becoming familiar with numbers, shapes and colours, and they enjoy problem solving as they build with Lego. Children are practising their early writing skills as they chalk, draw and paint. Children do not spend enough time using musical instruments or participating in good quality role-play to develop their creativity and imagination.

Staff plan various themes for children to explore for example, 'Our families'. However, planning does not always allow children enough time to consolidate their learning before a new theme is introduced. Children have some good opportunities to request toys and activities. They really enjoy learning about living things such as rabbits and they have planted cress and sunflower seeds.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are happy as their individual needs are met by the staff who know them well. Children are learning about the world in which they live as they celebrate festivals such as Diwali, Chinese New year and Christmas. Children use toys and resources such as books, dolls and dressing up clothes to help them to understand about other people's beliefs and cultures.

Children with special educational needs are able to build close relationships with their key worker who is responsible for their care, welfare and development. Staff liaise with other professionals such as the inclusion team, to sensitively support the children within the setting.

Children are developing an understanding of right and wrong as staff manage their behaviour well. They are beginning to share and take turns during their play and to show kindness and consideration towards each other. Children enjoy the praise and encouragement they receive from staff and this helps them to develop confidence and self-esteem.

Children benefit from the appropriate relationships between staff and parents. Parents have access to the setting policies and procedures. They receive a written report about their children's developmental progress when they leave the setting to go to school. Parents have the opportunity to help out within the setting.

### **Organisation**

The organisation is satisfactory.

Children benefit from this well organised setting and the combined knowledge of the staff team. Rigorous recruitment procedures are in place and staff have a wide range of child care skills to meet the children's individual needs. As a result, the day runs smoothly for the children.

Good training opportunities enable the staff to regularly build on their knowledge and skills. Staff are keen to develop their knowledge further by attending the Birth to three matters framework training.

Good communication systems are in place such as staff meetings, and staff appraisals are being introduced. Children are relaxed, happy and feel welcomed because staff treat them as individuals and show respect and concern. Children's welfare, care and development is promoted. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was required to implement a procedure for outings. This has been devised and implemented to improve the safety of the children.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide frequent opportunities for children to develop their physical skills
- display fire evacuation procedure and ensure regular fire drills are carried out
- organise the play hall to maximise opportunities for children to make choices from a wider range of resources and to access these independently

- ensure that children have plenty of time to: consolidate their learning; experience good quality role-play; and explore musical instruments on a regular basis
- enhance provision for younger children, for example, through the use of the Birth to three matters framework.

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