

Little Jems

Inspection report for early years provision

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Inspection date

23/09/2010

Inspector

Janet Keeling

Setting address

Jerome CP School, Hussey Road, Norton Canes, Cannock,
Staffordshire, WS11 9TP

Telephone number

01543 278 595

Email

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

Whizz Kids, previously known as Little Jems Pre-School Group, opened in 2005. In 2010 the group changed its name to Whizz Kids and expanded the provision to include an out of school session and a holiday play scheme. The provision is committee run and operates from facilities within Jerome Primary School in Norton Canes, Cannock, Staffordshire. The group has access to an enclosed garden area for outdoor play and also to the school playground. The setting serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from two to under eight years may attend the setting at any one time. Currently there are 25 children on roll. Of these, 11 children are within the early years age range. Children attend for a variety of sessions. The out of school sessions run from Monday to Friday, 8am to 8.45am in the morning and from 3.15pm to 6pm in the afternoon, during school term times. The holiday play scheme opens from 8am to 6pm during school holidays. The pre-school opens Monday to Friday from 8.45am to 3pm during school term times only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. There are nine members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time at the setting. Staff strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Children participate in a range of activities and share warm, friendly relationships with staff and their peers. Staff have a thorough understanding of most aspects within the Early Years Foundation Stage Framework and as a result, children make sound progress in their learning and development. Systems to use information gained from assessment are not yet fully established. Successful partnerships have been established with parents and the host school ensuring that children's individual needs are fully supported. Managers and staff demonstrate a very positive attitude and commitment towards continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- review and develop the daily risk assessment procedures to ensure they

cover anything with which a child may come into contact, with particular reference to the bathroom areas

- develop and implement systems to monitor and evaluate the setting's strengths and areas for improvement
- develop further systems for recording and observing children's starting points in their learning and development in order to identify the next steps in their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and have a sound understanding of their roles and responsibilities whilst protecting children in their care. This includes their duty to record and report any concerns and to share the settings safeguarding policy with parents on admission to the group. Effective vetting procedures for the recruitment of staff are in place together with effective procedures for induction. Staff demonstrate a sound understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. However, not all documentation has been reviewed and up-dated to ensure it is written in line with the Early Years Foundation Stage Framework. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed. Risk assessments are in place, however, they do not clearly identify what action has been taken to minimise all risks to children with regards to the bathroom areas. The deployment of resources is good. Staff are successfully deployed to support the children's learning and welfare and make good use of available space and equipment.

Staff warmly interact with children during play and respond to their individual needs. Consequently, children feel safe and secure. The manager and staff demonstrate a positive commitment to further enhance the quality of the provision, however, there are no formal systems in place to monitor the settings strengths and areas for improvement. All recommendations from the previous inspection have been implemented effectively, except for issues relating to children's assessments, this area remains a concern following this inspection. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the group where all children are valued. Termly staff meetings provide valuable opportunities for staff to discuss any practice issues within the setting, whilst weekly planning meetings ensure staff have quality time to plan the next weeks programme of activities.

Partnerships with parents are good. Children benefit from the warm and relaxed relationships that have been established between their parents and staff. The 'key person' system strengthens links with parents and further promotes children's well-being. The daily exchange of information ensures that children's changing needs are consistently met. During the inspection a parent commented that; the staff were very approachable and extremely supportive and that their child was very happy and enjoyed attending the group. Parents who's children will be attending the pre-school group are invited to attend 'introduction meetings' in July each year. They receive a welcome pack prior to their child's admission which contains

relevant information about the group and are kept up-to-date with daily issues through the use of a parents notice board. Parents also receive regular newsletters and are invited to attend activity workshops throughout the years. The manager of the pre-school group works very closely in partnership with the nursery class teacher to ensure continuity of care and learning for all children. The out of school and holiday play scheme manager also liaises very closely with the reception class teacher to ensure children's individual needs are fully supported.

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

Children benefit from a warm and welcoming environment and from the staff's sound understanding of how to develop learning through play. Children are familiar with the learning environment, are eager to learn and have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities which result in children being active learners. Children work independently and with their peers and are keen to share their ideas with their friends and staff. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting information is gathered from parents and used to support children's individual needs. All children have a 'learning folder' and staff observe the children as they play and record information which relates to the early learning goals. However, information gained through observation is not regularly evaluated and used to identify children's next steps in their learning. These folders also contain evidence of children's own work and are shared with parents regularly.

Children make sound progress towards the early learning goals as they participate in a range of activities and learning experiences. For example, there was great excitement in the creative area where children squeezed, pressed, rolled and cut play-dough using a variety of tools and equipment. Children chat happily together and talk about how the play-dough feels. "It's soft and cold," says one child, whilst another describes it as "squishy"! A good range of accessible role-play equipment, construction toys and access to a range of media, such as, chalks, paint, water and sand encourages creativity. Children begin to recognise that print carries meaning as they identify their own name and self-register at the start of each session. They access labelled toy boxes with pictorial prompts and recognise their own work, which is displayed around the room. They also enjoy story time and looking at books and competently access the computer. The staff encourage children to use numbers and count as part of their everyday routine, for example, they count how many children are present at the start of the session and how many children are at each table during snack-time. Music and movement sessions encourage children to become active learners and they relish outdoor play, where they competently ride bikes and confidently negotiate the climbing frame. Children attending the out of school group and holiday play scheme enjoy a varied programme of indoor and outdoor activities. For example, indoors they enjoy junk modelling, cooking, making bird seed cakes and playing board games, whilst outdoors they enjoy football games and negotiating the 'Trim Trail'.

Children are secure and develop a sense of belonging at the setting. They are happy and settled, displaying confidence and self-esteem. Gentle reminders from staff help children develop a sense of right and wrong, they are encouraged to share, take turns and be kind to each other. Planned activities and access to resources that are representative of diversity encourage children to learn about the wider world. Children demonstrate a good awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and why their paper towels should be placed in the bin. Children enjoy healthy snacks each day, they have a good variety of fresh fruit and vegetables such as, bananas, apples and carrot sticks and choose from either a drink of milk or water. A water dispenser in the playroom enables children to access drinking water at any time. Children feel safe as they regularly engage in emergency evacuation procedures and are gently reminded to use equipment safely, such as scissors and other craft items.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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