

Little Learners Pre-School

Inspection report for early years provision

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Inspector

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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*.

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

Little Learners Pre-School registered in 2010. It operates from a scout hut within the grounds of Holy Trinity Primary School in Waltham Cross. Access to the building is at ground level via a designated pathway. Children have the use of a large hall and a secure outdoor play area. The pre-school is open during term time from 9.00 am until 12.00 pm on Mondays, Wednesdays and Fridays, and from 9.00 am until 3.00 pm on Tuesdays and Thursdays.

The pre-school is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 24 children in the early years age group may attend at any one time. Of these, none may be under two years old. Currently there are 24 children on roll. The pre-school supports children who have special educational needs and/or disabilities and those who speak English as an additional language. Three suitably qualified staff are employed to work with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a welcoming and inclusive provision where children enjoy a variety of play activities in a relaxed and supportive atmosphere. Staff prioritise children's well-being and work closely with parents to ensure that children's individual needs are met appropriately. Children make good progress towards the early learning goals. Staff set relevant targets for the future development of the pre-school in order to continually improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop the systems of self-evaluation in order to encourage a culture of reflective practice
- develop the use of the outdoor play area as an alternative learning environment for children
- maximise opportunities to extend children in their learning during free play and adult-led activities.

The effectiveness of leadership and management of the early years provision

The pre-school's documentation is very well organized and provides an excellent framework for staff's practice. There are good procedures in place to ensure that all children are safeguarded while in the setting. Regular risk assessments are carried out, and occasionally reviewed, to ensure that all potential risks on the

premises are minimised. Accident records are also analysed to enable staff to make any necessary improvements to safety. Staff are well qualified in first aid and aware of children's individual medical needs. They know what to do if they have any concerns relating to child protection.

The pre-school has very close links with the primary school and its headteacher. The manager also seeks the advice of other professionals in order to monitor the overall provision for children. Since registration she has initiated various improvements to the premises and developed an effective working partnership with parents. She has many plans for the future development of the pre-school, for example, extending the range of learning experiences outdoors. She intends to involve staff in a formal process of self-evaluation in order to encourage a culture of reflective practice.

Staff make good use of the space and resources available in order to offer an interesting learning environment for children, although the outdoor play area is not yet used effectively as an alternative learning environment. Staff use their time well in supporting children and readily offer individual attention if necessary, for instance, to help new children settle in. They are very aware of children's care needs, especially within the boundaries of their daily routine. They maintain a flexible approach, for example, responding to children's requests for extra toys or books so as to encourage a sense of belonging.

Parents and carers are very well informed about the pre-school's policies and procedures. The reception area is particularly welcoming with useful information easily accessible to all adults. Parents are encouraged to become involved in their children's learning through contributing news from home. Children's learning journals show their progress in learning at pre-school and are particularly attractive and individual, for instance, including personalised comments and photographs. The pre-school is linked to a local children's centre and works in partnership with other professionals to support children with special educational needs.

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

Children enjoy a selection of indoor activities and quickly become involved in their play. Staff move around the hall, joining in with children and enhancing their play experiences. Consequently, children develop close relationships with staff as they play and talk together. Staff encourage children to participate in imaginative play using a variety of small world resources. They provide good opportunities for children to explore creatively, for example, mixing brightly coloured paints on black paper. Children often become absorbed in their exploration, concentrating hard and noticing changes in the materials. In this way they are able to learn through their senses and acquire new skills through relevant hands-on experiences.

Staff observe children as they take part in play activities and make good use of noted observations to plan activities for children, in response to both their interests and their developmental needs. The written planning is clearly set out and helps

staff to move children on in their learning. Children are encouraged to be independent, and show much enthusiasm for special activities. Planned themes work effectively in enabling staff to focus and extend children's learning in a particular area, for example, developing body awareness as part of an 'exercise' theme. Staff ask questions to encourage children's thinking and communication, although they do not always make the most of these opportunities to extend children's learning, particularly in the key areas of literacy and numeracy.

Children are well behaved and learn how to share fairly with others. They learn to make decisions for themselves as they choose resources and activities. A rolling snack time works well in enabling children to develop social skills as they enjoy a range of healthy foods. They learn about healthy lifestyles through talking about different foods and ways to keep themselves fit. During outdoor play sessions children benefit from the opportunity to be active in the fresh air. They have fun in a playhouse, on wheeled vehicles and in the sand pit. They are encouraged to use their bodies in different ways, for example, mark-making with large chinks or using spoons to bang objects hanging on a fence. Children are always well supervised and consequently feel safe and secure in the setting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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

Met