

Little Learners Pre-School

Inspection report for early years provision

Unique reference number

EY410338

Inspection date

08/11/2010

Inspector

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Setting address

Grassmoor Community Centre, New Street, Grassmoor,
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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 opened in 2010 and is run by a private company. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two to eight years may attend the setting. Currently only children on the Early Years Register attend and there are 62 children on roll. The pre-school located in a single-storey building, in the Community Centre in Grassmoor, North Derbyshire. It serves the local and nearby community. There is a secure outdoor play area available to the children.

The pre-school is open during term time and is open on a Monday, Tuesday, Wednesday and Friday from 9.00am until 12.00pm and Tuesday, Thursday and Friday from 12.30pm until 3.30pm. The pre-school supports children with special educational needs and/or disabilities and receives funding for nursery education. It is part of a pilot funding scheme for two-year-olds.

Six staff work with the children all of whom have early years qualifications, five have a Level 3 qualification and one has a Level 2. The pre-school is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the pre-school, make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met through recognising and supporting their uniqueness. Links with parents and liaison with other providers are effective and help to ensure consistency in children's care and education. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- support a rounded approach to child development through planned, purposeful play by developing knowledge of providing a balance of adult-led and child-initiated activities and use observations and assessments to identify learning priorities and plan motivating experiences for each child
- promote further close working between early years practitioners and parents by sharing information and offering support for extending learning in the home.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibilities in protecting children. Detailed risk assessments are carried out in all areas and equipment and resources are in good condition, clean and safe. Despite the room having to be cleared after each session staff work hard to provide children with an exciting and stimulating environment. They provided sectioned themed areas and display children's work and pictures on a moveable clothes horse. All required policies, procedures and records are in place and carefully maintained. Efficient systems ensure staff are suitable for their role and are clear about their day to day responsibilities. Required checks are completed and management are clear about ensuring the ongoing suitability of staff. Children's welfare and safety is robustly supported as the staff complete and actively involve the children in established consistent hygiene and safety procedures. They feel safe in the pre-school and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines.

Children's learning is successfully promoted as the staff have good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning however, links are not consistently made between children's interests and individual development and are, therefore, not used to inform planning. Children's choices are promoted as they are able to choose resources from accessible trolleys and become involved in activities independently. However, staff are not fully confident in their knowledge of the concept and aspects of promoting a balance of child-led and adult-led activities. They are not completely clear about the adult role in supporting spontaneous play and there are some lost opportunities to extend planned and spontaneous themes and activities. Each child has an assessment file which details individual progress. Children's transitions are supported as they move into mainstream school through the identification of their next steps. Although younger children's next steps are clearly known by the staff these are not recorded on their assessments. Generally, parents are not invited to record their own observations of their child's progress at home.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents through a 'Children's Passport' which contains details of personal information, needs, likes and dislikes. Parents have access to the group's policies, procedures and session diaries at the start of the placement. Workers are very sensitive to ensure all parents are confident with the groups policies and written information they share. Links with other services are proactive. There is effective two-way involvement with a local school. The management team are passionate about developing all aspects of the setting. Children's learning and welfare is strongly promoted as

there is a proactive ethos to evaluate all aspects of the provision with continual reflection on practice. Areas to develop are clearly recognised and changes are made in workable stages. Consequently the outcomes for the children are continually improved.

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

Children are very happy and settled at the group. The learning environment effectively supports children's progress towards the early learning goals and children's learning is promoted throughout. Children confidently self-select and enjoy activities alone, in small groups or with an adult. For example, children play with purpose when adults encourage them to 'bandage the doll after an accident'. Children's problem-solving skills are enhanced as they independently investigate how to thread the bandage through a hole in the table. Staff are skilled at encouraging children's critical thinking as they present challenging questions. Staff are warm and caring providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives.

Children are learning good social skills as staff consistently follow through and explain reasons for good behaviour and children are encouraged to consider each other's feelings. The pre-school places major focus on children growing as individuals by encouraging children's social skills and enhancing their self-respect and esteem. A strong sense of self is promoted as staff use positive encouragement and praise. Throughout the setting there are posters and resources to expand children's awareness of learning about the world. Activities and creative projects including national and international celebrations are supported by role play and displays. Themes and activities are used to promote children's learning of their world and community. Within this, all areas of learning are addressed. Children enjoy a theme about their town, making a plan of the town using junk box models of their home, shops, traffic lights and zebra crossings. This is extended by maps and photographs of the local area and visits within the community. All children have the opportunity to undertake a wide variety of planned creative activities. These include printing with oranges and using orange paint to promote their awareness of food and colour matching which are linked to a 'Bonfire night' theme. They enjoy many activities such as free painting, small world and role play where they can express their imagination. Children's understanding of nature is promoted by interest tables with natural items and models which children explore with magnifying glasses and a child's microscope. All children are involved in both planned and spontaneous story, singing and rhyme activities.

Children learn about danger by themed activities such as road and personal safety. Planned and spontaneous visits by the community police enhance children's awareness. Children understand the reasons for safety rules as staff consistently remind and encourage them to think about issues such as why they do not run in the setting. Physical skills and confidence is enhanced as children undertake personal challenges and take risks safely on outside and indoor equipment.

Children learn about healthy eating through themed activities supported by pictures about healthy food throughout the setting. Throughout related activities and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

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 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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