

Little Rascals (Ilford) Ltd

Inspection report for early years provision

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Inspection date

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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 Rascals (Ilford) Ltd opened in 2006 and operates from two rooms in a church hall. It is situated in the town of Ilford, Essex. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am to 12.15pm and 12.15pm to 3.15pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 81 children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register and the Compulsory part of the Childcare Register. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional and/or disabilities language.

The pre-school employs eleven. Of these all staff, including the manager hold appropriate early years qualifications. The setting receives support for the Pre-school learning alliance and are working towards the Quilt quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The group promotes the unique needs of each child and supports their learning and welfare, although the emergency evacuation practices are not carried out often enough. The partnerships between the setting and other agencies are established and help to ensure that the care and learning needs of the children are being met, but the involvement of parents in children's further learning is not fully in place. The policies and procedures are competently implemented by enthusiastic staff however there are minor discrepancies in some of the factual details in these. All staff are involved in the self evaluation process and have identified some strengths and weaknesses and areas for improvement. Ongoing aims help to promote the outcomes for the children.

What steps need to be taken to improve provision further?

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

- update any written policies and procedures to ensure that factual details are correct
- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- develop the opportunities for children to become independent such as pouring their own drinks

- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. The policies are effective and staff know what to record and who to report to should they have any child protection concerns. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. All staff have undertaken safeguarding training and are fully aware of their role and responsibility towards the children in their care. Risk assessments are carried out daily and yearly; they are very thorough, dated, identify hazards and indicate actions taken to minimise risk and to ensure children's safety. Children practise an emergency evacuation procedure but this has not been repeated often enough to ensure that all children attending have been included in a practice and know how to protect themselves in an emergency.

The pre-school is well managed by a manager and the owner. The ongoing self evaluation and resulting action plans are a work in progress and involve input from management and staff. Improvements carried out are evaluated for the most positive impacts on the children. For example, the change of the layout of the rooms providing children with areas of play linked to the areas of learning. Staff feel this has helped to develop children's concentration skills and directed their play more meaningfully. They have also erected a fixed canopy in the garden which enable the children to have access to the outdoor play space all year round and in all weathers. The staff appraisals, as well as informal discussions, identify strengths and weaknesses and areas for training so that these are addressed as quickly as possible ensuring the best impact on the children as soon as possible. The staff work together well as a team which means that children are receiving consistent care. The recruitment and vetting procedures are rigorous and robust to ensure that anyone working with the children is suitably qualified to do so. All staff hold current Criminal Record Bureau checks.

Children have access to a wide range of activities and resources and are able to make decisions about what they want to play with; encouraging their independence and promoting equality. Although staff sometimes limit children's independence in other areas such as pouring their drinks for them, not allowing children to select their own food at snack time or cutting up paper which is going to be used in an art and craft activity which children could easily do for themselves.

Equality and diversity are fully embedded in the pre-schools philosophy. Each child is recognised for who they are. Children attending come from many different cultures and backgrounds. The staff ensure that they do all they can to ensure each child and their family are fully included. They have lists of words from many different languages displayed around the room, languages such as Afrikaans, Portuguese, Arabic, Hindi and Urdu. Staff use these to make children feel comfortable and welcome. Many of the staff are multi-lingual and are able to speak

to the children in their home language. They also read stories to the children in their home language as well as in English. Children with special educational needs and/or disabilities are fully supported with help from outside agencies and one to one support within the group. This is a fully inclusive and welcoming pre-school.

Parents report that they are extremely happy with the care offered to their children and the progress their children are making. Parents spoken to said they had not looked at their children's records because they felt they were kept up to date with the weekly sheet sent home informing them of what their child had been doing and what the staff were going to do next to move them forward. There is an open door policy which allows parents to come in and look at their child's records and discuss their progress with the keyworker but this is not working with all parents. Staff have identified this as an area for improvement in their self evaluation. Parents receive details of the policies and procedures in their prospectus when they first start at the pre-school but some of the details in the policies are incorrect such as the address and contact phone number for Ofsted in the complaint policy. The pre-school has established links with other providers and schools in the area and management recognise that these are important in enabling a smooth transition and continuity of care for the children.

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

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. There is a clear system for recording what children do and achieve, and staff plan for the next steps in their learning by using their observational assessments. The staff offer good opportunities for children to progress by identifying activities that can be used to plan for individual progress. Staff successfully support children's learning and this builds upon the individual achievements for each child. Plans are based upon children's interests and looking at the different festivals and celebrations the children will be involved in throughout the year. Parents are encouraged to come into the pre-school to talk about their own culture and festivals. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children, including those with special educational needs and/or disabilities.

Children are very confident; even children with little or no language are eager to show their paintings and pictures, to receive praise and approval. Children enjoy their time here as staff recognise their skills and praise their achievements, displaying some of their work and encouraging their contributions. Several children are building with large wooden construction blocks, one child independently builds a tall tower and laughs with delight when it topples over but the others are working together to design and build a fire engine; they are supported by a member of staff who helps them to think about the shape and size of the fire engine as they build. They are very proud of the finished product. Children benefit from frequent opportunities to play in the outdoor environment; they thoroughly enjoy the ball chutes running from end to end to watch their ball drop into the

basket or try and catch it before it does. They take turns well and share easily. Children enjoy sharing and using books which build upon their understanding of reading and they learn from the stories that staff read to them. They also love taking part in activity rhymes; one of their favourites is 'Hop Little Bunnies', they all join in with enthusiasm joining in with the singing and actions, there is lots of laughter. Children enjoy using scissors, glue and crayons or paintbrushes which staff encourage and support well, encouraging the development of their fine physical skills.

Children develop an awareness of healthy eating and they learn the benefits of a balanced diet. Options of fruit, vegetables, cereals, crackers and cheese and drinks of squash, water or milk/milkshake are provided. Water is available throughout the day. Children's dietary needs and preferences are recorded and used by staff preparing and serving food to ensure their health and safety.

Children learn how keep themselves safe because the staff remind them how to behave in a safe manner, for instance, reminding them not to climb; which one child does when he is pretending to paint the walls. Children understand and follow good personal hygiene practices, such as washing their hands before eating, to ensure their good health.

Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children are very well-behaved for the majority of time and learn the expected behaviour boundaries. They respond well to plenty of praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

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	3

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	3
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

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