

# Little Berries Pre-School

Inspection report for early years provision

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EY411784

**Inspection date**

21/01/2011

**Inspector**

Penny Wood

**Setting address**

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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*.

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## **Description of the setting**

Little Berries Pre-school was registered in 2010. It is situated in the Basset Lordswood Children's Centre, within the grounds of Hollybrook Junior School in Shirley, Southampton. The pre-school has the use of a purpose built facility with a fully enclosed garden.

The pre-school opens five days a week, term-time only. Sessions operate between 8.45am and 3.15pm. There are currently 44 children on roll, all of whom are within the early years age range. The pre-school is in receipt of funding for the provision of free early education for two, three and four-year-olds. The pre-school currently supports children with special educational needs and children who speak English as an additional language. The pre-school employs nine members of staff to work with the children, all of whom hold a suitable childcare qualification. One member of staff has Early Years Professional Status. The pre-school is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children participate in a wide range of activities and play opportunities, which promote their learning and development well. They benefit from excellent facilities, which are purpose built. The learning environment is well resourced, with staff effectively utilising all areas of the premises. Good strategies, such as very strong partnerships with parents, enable staff to meet children's individual needs. Children are welcomed into the setting and each child is valued as an individual. Since moving to their new premises, highly effective evaluation systems have been implemented. Most aspects of provision have been reviewed in order to continually drive improvement and to ensure children experience high quality provision.

## **What steps need to be taken to improve provision further?**

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

- ensure that all children experience appropriate levels of challenge according to their individual stages of development, particularly during group activities
- reorganise the flow of the session to minimise disruption and ensure children are able to complete their activities.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded exceptionally well within the setting. The management implement robust and thorough recruitment procedures to ensure staff are suitable

to work with children. An in-depth induction procedure ensures staff are highly aware of their role and responsibilities. Excellent procedures ensure staff have a thorough understanding of the safeguarding policy and are able to take prompt action when concerns arise relating to a child's safety and well-being. Staff are highly vigilant in ensuring the premises are safe and secure for children. The new purpose built facilities offer a high level of security and extensive risk assessment procedures minimise risk to children. Resources are maintained in excellent condition, with thorough procedures in place to ensure they are safe and suitable for children. The emphasis on natural materials within the setting, such as wooden tables and storage units, promote a calming atmosphere within the group.

Staff are highly trained and qualified. All staff are committed to furthering their own professional development through ongoing training. The cascading of information gained through such opportunities benefits all staff. The manager and staff strive for improvement within their practice and they have an ambitious vision for the future. The manager has highly effective and comprehensive evaluation systems in place to identify the setting's strengths and areas to develop. However, because they have recently moved into their new premises, some routines and new initiatives have yet to have had sufficient time to fully embed into their practice.

The committee and parents play an active role within the setting. Staff highly value the relationships forged with parents. Feedback is actively sought and suggestions are implemented within the setting to improve practice and children's experiences. For example, a quiet area has been developed to encourage children to fully utilise and enjoy the book corner. Parents talk highly of the setting, particularly relating to how much their children enjoy attending and the level of information they receive on a daily basis. Staff work exceptionally well with parents to support children both within the setting and at home.

Very good strategies are in place to support children with additional needs and those for whom English is an additional language. Staff attend regular training opportunities within the area of special educational needs in order to fully support children within their learning and development. Translation services are available, which ensure all families are kept informed. Familiar words gained from parents in their first language aid staff in communicating with children. Excellent relationships have been established with external agencies to support children and their families. For example, a dietician visits the children's centre and advises parents on healthy eating, which in turn benefits the children's good health. Excellent links have been developed with the school. The setting is able to make use of the school's facilities, such as a natural outdoor play area and the school's drama room.

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

Children enter the setting with ease and enthusiasm. The environment is welcoming and prepared for children's arrival, which enables them to readily

engage in play and activities. Resources are accessible, which enables children to self-select and make choices. They participate in a wide range of activities and play opportunities, which promote their development across all six areas of learning. Staff are enthusiastic in their delivery of adult-led activities, which has a positive impact on children's enjoyment. In-depth information is gathered from parents and thorough initial observations enable staff to plan for children's learning and development upon joining the group. Planning is completed as a staff team and incorporates both the indoor and outside environment. Good systems are in place to monitor and evaluate children's development. Children access the full range of available opportunities, although at times the flow and organisation of the daily session interrupts their full enjoyment. For example, activities are started too late in the session for all children to complete before going home and the end of the morning session is at times chaotic as parents arrive and children begin to eat their lunch.

Children's interests are valued and activities are provided to extend these areas. Most children actively participate, although staff do not consistently ensure that all children are challenged according to their individual stages of development. This is particularly prevalent during large group activities. Children come together well and enjoy each other's company. Good strategies are employed to encourage positive behaviour. For example, when sitting in large groups, staff ensure children have 'empty hands and fingers' to ensure they are not distracted by toys.

Children are gaining confidence as a result of the high levels of praise and encouragement they receive. Most children are clearly at ease with the staff, who actively engage children in discussion. Children are developing vivid imaginations. For example, during a painting activity they eagerly talk to staff about different animals from around the world and the noises they make. Staff encourage children to develop their mark-making skills by naming their pictures. Children experience good opportunities to develop independence. For example, they are able to help themselves to snacks and they put on their own coats before going out to play. Children willingly wash their hands as part of the daily routine and staff remind them to use their hands when coughing or sneezing, reducing the spread of germs and infections.

Children enjoy a varied range of nutritious and healthy snacks. Excellent information is shared with parents on the preferred items to be added to children's lunch boxes in order to promote healthy eating from an early age. Children benefit from being physically active outside. They are developing excellent co-ordination skills and eagerly participate in physical activities using a varied range of resources, such as balance beams and stepping stones. In addition, the setting is able to utilise part of the school's outdoor provision and each week, children participate in gym and dance sessions within the school building. Very good strategies encourage children to consider the safety aspect of their play. For example, staff remind children how many children are permitted to play in a tent safely at any one time. One child talked about carrying his toy safely so that he did not drop it and hurt somebody. Staff encourage children to follow rules and boundaries. Children willingly share and take turns, for example, they happily queue for their turn on the trampoline.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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