

Little Owls Pre-School

Inspection report for early years provision

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Inspector

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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 Owls Pre-School was registered in 2010 and operates from purpose-built accommodation on the site of Icknield Primary School, Luton. It had previously operated for many years at different premises and under a different name. Children have access to an enclosed outdoor play area. The pre-school also has the use of the playground, field and outdoor environment of the host school. The pre-school is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register.

A maximum of 30 children aged from two to five years may attend at any one time. There are currently 60 children on roll, all of whom are within the early years age group. The pre-school receives funding for early education places. Sessions run from 8.45am to 11.45am and 12.15pm to 3.15pm each weekday, during term times only. There is provision for a lunch club each day.

There are six members of staff, all of whom hold appropriate early years National Vocational Qualifications. Five have qualifications to level 3, one to level 2, and one is working towards level 6. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an interesting range of activities and achieve well. They are included equally and respond well to the care and support they are given. Staff have developed good links with parents and carers and the host school, and information is shared effectively to ensure that all children's needs are supported. The manager and staff have a good, clear knowledge of the pre-school's strengths and areas for improvement, such as developing the layout, organisation and resources for the outdoor area. There is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for the planning and recording of children's experiences
- develop the layout and organisation of resources in the outdoor area to provide children with more problem solving and sensory experiences.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding issues and their role in child protection. They ensure that comprehensive policies and procedures are fully implemented to safeguard children from harm and neglect, and update their training regularly. Risk assessments are carried out thoroughly to ensure children's safety in their environment. Security within the pre-school is good and collection procedures are rigorous. Children are provided with a good range of resources and equipment that are safe and suitable for their age. There are robust systems in place for the recruitment of staff, to ensure adults are suitable to work or have contact with children.

Partnerships with parents and carers and the host school are good. They receive regular information through informal discussions with staff, comprehensive newsletters and the parents' notice board. Feedback is positive from parents. They say that staff are friendly and approachable and their children enjoy coming to the pre-school. Key staff monitor children's progress and keep parents informed of their children's achievements and learning records. Parents are supportive when their children go on visits to the farm and Woodside Animal Park. The relationship with the host school is good and the pre-school benefits from the use of its facilities, including the playground and outdoor area. Staff are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language. They liaise regularly with outside agencies and parents. They provide good support for the development of children's language and learning.

The pre-school is well-led and managed. Staff meet regularly to share planning and discuss assessments. They carry out observations of children's progress and use these to inform their planning. Currently, staff are developing ways of recording the children's experiences and achievements. However, these records are not always used fully during the planning of future activities to maximise and build on learning points. Good self-evaluation procedures are in place and there is a comprehensive understanding of strengths and areas for development. Staff value the views of parents and carers and analyse their responses to questionnaires. They make imaginative and effective use of a good range of resources in the indoor environment. Staff regularly attend training to enrich their expertise. They actively promote equality and diversity to ensure children are fully integrated in activities and receive good support from parents when celebrating festivals, such as Diwali, Eid and Christmas. Children who speak English as an additional language are supported well in their learning by well-qualified staff.

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

Play experiences are well organised. Staff have a good understanding of the children's interests and ideas and include these in activities. Children are cared for by a competent, well-motivated staff and achieve well in all areas of learning. Key

staff evaluate the achievements of the children in their profiles and learning journeys, which are frequently shared with parents. Staff are now developing ways of using these records in the planning process. Children behave well because staff have high expectations and are very good role models. Children are encouraged to be independent and confident in their choice of activity and cooperate well together. Staff have a consistent approach to managing behaviour and children learn to respect rules and boundaries. Children with special educational needs and/or disabilities receive sensitive care and support. Staff praise the children to boost their self-esteem and confidence, for example, when they are building towers with bricks or taking turns on the slide.

Children are developing a good understanding of keeping healthy and safe. They learn about healthy eating and making sensible choices about nutrition at snack time. They enjoy preparing their own sandwiches with a selection of fillings and choose healthy toppings for their pizzas. They pour their own drinks and independence is promoted well as they ride their bikes and pedal vehicles on the playground. Safety talks and gentle reminders from staff ensure children learn to handle tools carefully as they cut out shapes and make collages. They benefit from informative visits from the fire and police services, which reinforce their understanding.

Children are happy and settled and experience an interesting range of practical and play opportunities. They develop their creative skills well as they design and make colourful coats for a toy elephant. They print colourful patterns with fruit and vegetables and create interesting designs out of pasta. Children enjoy mixing colours and painting pictures of themselves. Outdoors, they have lots of fun searching for dinosaurs in the sand. At story time children enjoy listening to favourite tales, such as the picture book about a hungry caterpillar. Most children can write their own names and count up to ten and beyond. They sing songs such as Ten Fat Sausages to practise their number skills. Most children recognise shapes, such as triangles, squares, circles, rectangles and hexagons in their indoor environment. However, there are fewer opportunities for children to experience problem solving and sensory experiences in the immediate outdoor area, which impacts on their choices and ability to extend their games outside. Children benefit from visits to the farm and picnics in the park. All children show an interest in learning about diversity and other customs and have recently learned about Chinese culture and food as part of their celebrations of the Chinese New Year. Overall, children are well prepared for their next stage of learning in this bright, stimulating, inclusive pre-school.

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

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|------------------------------------------------------------------------------------------------------|---|
| 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

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| 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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