

Little Gems 111

Inspection report for early years provision

Unique reference number

122423

Inspection date

10/03/2011

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*.

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Description of the setting

Little Gems III Pre-school is a privately owned setting situated in Caterham, Surrey. It was registered in 2000 and operates from a church hall. Children have the use of a large hall, and a smaller side room. The pre-school is open Monday, Wednesday, Thursday and Friday, from 9.15am to 12.15pm during term-time only. A lunch club operates each day until 1.00pm.

The setting is registered on the Early Years Register to care for a maximum of 32 children aged from two years to the end of the early years age range. There are currently 44 children on roll, who attend for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities.

There are seven staff who work at the setting. Of these, six have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes children's welfare and development effectively overall, although not all requirements are currently met. Children are safe and well cared for in the welcoming environment, and positive relationships with parents ensure that staff are familiar with their individual needs. Children make sound progress in their learning, given their age, ability and starting points. The management and staff team regularly reflect on the provision, which means that they identify most areas for improvement and remain responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a balance of activities are delivered through outdoor play (Organisation) 29/04/2011
- ensure that records of risk assessment clearly state when it was carried out and by whom as well as the date of any review, and include indoor and outside areas (Documentation). 29/04/2011

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

- strengthen systems for communication with parents by making sure that all

parents are more consistently involved in the assessment and review of their child's progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. All staff attend relevant child protection training and have a clear understanding of the procedures to follow if they have concerns about a child. Robust procedures for recruitment ensure that children are cared for by a well qualified staff team who are appropriately vetted. Staff work well together as a team and share tasks and responsibilities effectively throughout the session, for instance taking responsibility for preparing snack, or supervising children in the small hall. Most of the required documentation that ensures the smooth day to day running of the setting is in place. However, although risk assessments are completed regularly and staff are vigilant in making sure that the premises are safe, records of their assessments do not include all of the details that are legally required.

Systems for monitoring and evaluation are generally effective in identifying most areas for future development, and staff show a clear commitment to continual improvement. For instance, they have worked hard to develop the indoor environment, which is now well organised. Resources are used effectively to create a welcoming indoor learning environment with good opportunities for children to select their own play materials and choose from a variety of activities. However, activities are not delivered through outdoor learning experiences as well as those indoors. This is a specific legal requirement.

Staff make sure they have a clear understanding of each child's background and needs. They adapt care appropriately where needed, for instance where children have additional needs, and work closely in partnership with other professionals or early years settings as necessary, so that equality and diversity are promoted. Parents are welcomed into the setting and find staff friendly and approachable. They have access to a range of policies and procedures that include useful information about the setting. Parents have opportunities to discuss their child's progress twice a year, but all parents are not always fully involved in reviewing their child's progress, for instance by being kept up to date with the next steps identified for their learning.

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

Children show a strong sense of belonging at the setting. They grow in confidence and independence as they move freely and safely around the play space, select resources or help prepare the fruit at snack time. They have good relationships with staff and each other and are keen to play with their friends. Children learn to keep themselves safe when they remember not to walk where the floor is wet, or help tidy away the toys on the floor so nobody trips over them. They adopt simple

good hygiene routines when they wash their hands before they eat, and they make healthy choices at snack time, enjoying sliced banana, strawberries, apple and raisins. They practise their physical skills when they take part in activities in the small hall, peddling bikes confidently around obstacles, or taking their turn on the climbing frame.

Staff know children well and plan activities for their individual key children based on observations of their interests and achievements. Children take part in a balance of adult-led and freely chosen activities, but these are not delivered through outdoor as well as indoor play. This means that children do not enjoy the benefits of outdoor learning experiences, and also has an impact on those who learn most effectively through outdoor play. For instance, some children become less engaged in activities as the morning progresses.

However, children take part in a good variety of indoor activities that support their learning and development. Children are keen to communicate and begin to share their ideas and experiences during small group times. They learn skills for the future when they make a shopping list as they play, work out how many flying saucers are left when one flies away, or cooperate with their friends as they use headphones and a compact disc player to listen to music. Children solve simple problems as they make a bridge out of the large blocks or take their turn in a matching game. They find out about the world around them when they learn about life in other countries or watch a caterpillar grow and change into a butterfly. Children use their imaginations when they make up a game in the role play area, or use their fingers and paint to create the blossom on their picture of a tree.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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