

Little Deers Morley Centre Pre-School

Inspection report for early years provision

Unique reference number	117196
Inspection date	21/03/2011
Inspector	Julie Wright
Setting address	Morley Centre, Broadland Gardens, Stentaway Drive, Plymouth, Devon, PL9 8TE
Telephone number	01752 404370
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Deers Pre-School is managed by a parent committee and operates from a community youth centre, situated on the outskirts of Plymstock. The accommodation consists of a large play room with an enclosed outdoor play area. There is also access to a kitchen and toilet facilities.

The pre-school is open during school term times only and sessions are available from Monday to Friday, between 9.00am and 1.00pm each day and on a Tuesday from 1.00pm until 3.00pm. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 22 children aged under eight years, 22 of whom may be aged from two years and within the early years age range, at any one time. There are currently 24 children on roll, all of whom are in the early years age group. The setting is in receipt of early education funding for children aged three and four years. There are five staff employed to work with the children, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their sessions in pre-school setting. They benefit from a stimulating programme of activities, both indoors and outside. Staff have a good knowledge of the Early Years Foundation Stage framework requirements. They meet children's individual needs well and plan effectively for most aspects of their learning. Staff promote positive relationships with parents, which contributes to consistent and inclusive care for children. They reflect on their practice and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the initial information sought from parents to clearly identify children's developmental starting points and capabilities
- improve the opportunities to further promote aspects of children's knowledge and understanding of the world, in respect of information technology and communities.

The effectiveness of leadership and management of the early years provision

Little Deers pre-school is a clearly organised and well managed setting. The committee and staff work effectively together to provide a safe, enabling

environment for children. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. Staff supervise children well and are safety conscious at all times. Premises are secure with exits closely monitored as people arrive and leave. Potential hazards are identified and suitable measures taken to minimise the risk of accidents to children. Staff have a secure awareness of the Local Safeguarding Children Board procedures. They attend relevant training and provide parents with information on all policies and procedures.

Play space is equipped with a good range of well maintained resources and equipment. Staff are resourceful in their provision making effective use of materials available. For example, drawers from unwanted cupboards are converted to planting boxes with children. Play materials are readily accessible, promoting independent skills and choices as children play. Staff implement effective procedures to promote children's health and welfare within the daily routines. They act as good role models and have a positive approach to managing behaviour. Children's creativity and photographs are displayed, which promotes self-esteem and provides additional information for parents. Staff provide drinks, fresh fruit and savoury snacks and are aware of children's dietary requirements. Parents supply packed meals for children who attend the optional lunch club.

Clear systems are in place to observe, assess and plan for children's individual progress. Staff identify children's next steps and link these to planned activities, taking account of children's interests. Parents see the records of development on a regular basis and contribute to these. Staff seek initial information from parents to help meet children's needs. However, they do not clearly identify developmental starting points and capabilities. Parents provide positive feedback at inspection on all aspects of the provision. They are pleased with their children's progress and describe how happy they are with the setting. Information for parents is readily available, for example, through displays, folders and regular newsletters. Suitable links are made with other providers and settings to promote complementary care for children. Staff have secure systems in place to seek additional support for children and to promote inclusion. Staff have fully addressed previous inspection recommendations and continue to attend training. They routinely review the effectiveness of their provision and identify areas to further develop. Good emphasis has been placed on learning opportunities in the outdoor area for children, which continue to evolve.

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

Children have fun and form secure relationships in the pre-school. They learn to share and play well together, developing good social skills. Children are familiar with the routines and understand expectations of behaviour. For example, they readily line up to be taken to wash their hands at appropriate times. They know that a member of staff is 'the leader' and to stay behind her as they are escorted through the premises. Children also respond willingly as the 'tidy-up time' music is played, helping to pick up and sort toys into appropriate boxes or onto shelves. Staff praise and encourage children throughout the session, noting their efforts

and achievements. Children feel secure and form close attachments to staff. They benefit from a good balance of independent play and age-appropriate group activities. Staff work above minimum ratios, enabling close support to children. They are attentive to children's needs, for instance, providing individual or small group activities for younger children. Staff divide children into groups at times to ensure that children benefit from appropriate and further challenges to learning. As an example, story times are planned to suit the ages and abilities of children present. This means that children are engaged, listening, interacting and focussing well to the end of the story.

Signs, labels and number lines are evident around the setting. These help to develop children's awareness that print has meaning. Mathematical language and understanding is promoted throughout activities, such as, during number rhymes and when children fill and empty containers, comparing capacity and quantity. Children stack curtain rings onto holders, or select tape measures with materials of different lengths, prompting them to consider 'how long' and 'how high' as they play. Physical play opportunities are available at each session. Children make frequent choices to play out, benefitting from fresh air and exercise. They enjoy using wheeled toys on the patio area, mark making with chalks and water and playing inside the natural willow den. Children have been involved in the creation of a 'dinosaur garden' and a sensory box, which includes scented and textured plants. Children contributed their own ideas, collecting sticks to represent trees and placing shells on the soil for decoration. Containers have also been planted with carrots and lettuce so that children can see healthy produce grow. Staff and children have fun as they play together, such as, in action and parachute games.

Staff plan a good range of activities and themes to promote children's interest and learning. They also ensure that children become aware of being safe, healthy and to develop positive attitudes. In the play room children observe giant snails in their tank and learn how to care for them. They learn about the life-cycle of butterflies and show interest in books about nature. The role play area is resourced to compliment current topics, for example, as a garden centre to reflect activities in spring. Children make flowers for their shop and pretend to buy or sell things, using a replica till. Staff provide other opportunities for children to investigate technology, such as, use of a computer and keyboards, although these are not consistently available. Visitors from the local community include the police, fire and library service. There is a 'French' session each week when a parent attends to sing songs and introduce key words to children. Staff plan some events during the year to help develop children's awareness of diversity, although these are not extensive. Children take part in creative activities using a variety of materials, tools and equipment. They develop competent skills and show confidence, expressing their needs well.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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