

# Little U Pre-School

Inspection report for early years provision

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**Unique reference number**

EY346373

**Inspection date**

29/03/2011

**Inspector**

Mary Kelly

**Setting address**

96 Old Dickens Heath Road, Shirley, Solihull, West  
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**Telephone number**

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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 U Pre-school is one of two settings run by the same provider. It was registered in 2005 and operates from three rooms in a community village hall, close to Shirley, Solihull. The pre-school is accessible to all children and there is a fully enclosed outdoor area for outdoor play.

The pre-school opens Monday to Wednesday during term time. Sessions are from 9.45am until 12.45pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time. There are currently 31 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at Level 3 and one is unqualified. The manager is currently studying for her Early Years Foundation Degree. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and confident in all areas of the setting and outcomes in the Early Years Foundation Stage are met to a very high standard. Practitioners recognise and value the uniqueness of every child and their individuality is given sufficiently enhanced challenge. Excellent partnerships are evident between parents, other settings and professional agencies to ensure children's individual needs are very effectively met. Monitoring of quality is at the pinnacle of this setting's ethos to ensure that they enable all children to access a high standard of care and education. All practitioners, parents and children are included in the self-evaluation process and the manager and staff team demonstrate a very positive attitude to continuous development. They have gone from strength to strength since their last inspection; this demonstrates the capacity for sustained improvement is excellent.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the links between the two settings to ensure the excellent practice is shared.

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

Practitioners demonstrate an excellent attitude to safeguarding and protection of children in their care. They have a superb understanding of safeguarding issues and receive regular training to ensure their knowledge is up to date. The setting has recently undertaken a safeguarding audit to ensure that they have an exceptional awareness. Children are further safeguarded by robust recruitment and vetting procedures. The setting has enhanced systems in place to ensure the safety of the premises and children at all times. Clear risk assessments cover all areas of the setting and outings. Practitioners are knowledgeable about minimising potential risks to children. They ensure that positive steps are in place to ensure the safety of children and practitioners. Practitioner levels are extremely effective, which result in an outstanding level of care and support. This enables children to take part in highly challenging activities. Effective key person systems are in place and this ensures that practice in the setting, is consistent, continually built on and excellent relationships are evident. Consequently, practitioners know children particularly well and children feel secure and confident within the setting.

Management and practitioner teams are dedicated and passionate about their role in promoting excellent outcomes for children. They demonstrate their commitment and motivation by offering superb levels of childcare and ensure they provide the best start for children and their families. Practitioners are wonderful role models and set exceptional standards in all areas of their practice. Processes for managing practitioner's professional development are well-established and effectively support their continuing learning. Many of the practitioners have a childcare qualification, with the manager studying for a degree. She happily cascades her knowledge to other practitioners. All practitioners are committed to improvement and reflect on and evaluate the care and education they provide in the setting. They gain the views of all service users and constantly aspire to improve their practice. Children benefit and flourish in this setting because the environment, indoor and outdoors, is beneficial to their learning. It is organised to extend children's knowledge and independence. The inspiring, child orientated environment, effectively reflects children's backgrounds and the wider community they live in. Children are treasured and they gain from a vast range of challenging activities and experiences, which help them, make excellent progress in their learning and development.

The setting has established highly effective, positive relationships with parents and carers. Practitioners encourage parents to visit at any time as they welcome them and any contribution they are able to make. They are invited to participate in outings, fundraising activities and the setting develop the home/setting links through chatterbags, communication books and the Curly Bear. Parents are given exceptional information about the setting, including a wide range of policies and procedures, emails, newsletters and regular consultations. The complaints procedure contains the regulator's details which enable parents to take action if they have a concern. Parents are encouraged to exchange information with staff about their child, especially when they first start attending and at regular parent's

consultations. These provide parents with the opportunity for in depth discussion about their child's progress and they are welcome to look at their child's development folders at any time. Questionnaires are used to gain valuable feedback and this is acted on as necessary. Parents are extremely supportive and appreciate the setting. One parent stated that the setting is fantastic and offers a large range of activities and that she could not speak more highly of the staff.

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

Children thoroughly enjoy attending this very welcoming setting. This is reflected in children's enjoyment of their learning. They eagerly join in the vast range of activities and opportunities offered by the excellent age-appropriate toys, resources and activities available. Consequently, children make extremely good progress in their learning and development, in relation to starting points and abilities. Practitioners have an exceptional understanding of how younger children develop and evidently understand the Early Years Foundation Stage requirements. They go to extraordinary lengths to discover children's interests and develop this further through activities and resources offered. The children show interest in bird watching and enjoy watching ducks on the grassy area using binoculars. All activities are extended further with additional resources being added as required. Assessment through observation is rigorous and an essential part of how practitioners support children's progress to the next steps in their learning and development.

Children are keen and eager to join in with all activities and like to take responsibility for choosing what they would like to do. There is an excellent balance of adult-led and child-initiated activities that ensure children are active learners and think critically. Practitioner's interaction is superb and the children work exceptionally well, both independently and with their peers. Children respond to challenge enthusiastically and demonstrate high levels of curiosity, imagination, concentration and independence. Children are keen to share their knowledge of problem solving as they count children present on the day and the cups and bowls needed for snack time. They enjoy baking in the setting and assist staff as they weigh the ingredients required. All children self register and they have many opportunities to practise mark-making skills using materials, such as, chalk, paint and information technology equipment. Children enjoy using a computer programme to make cakes, requiring them to know their shapes and colours and match the cake required by the cook.

Children enjoy singing songs and are currently practicing songs for the Easter bonnet parade. They access age appropriate books in a cosy, welcoming area in the setting. Children take turns being weather detectives and decide what will happen with the weather. They have daily access to the outdoor play area, local park and value time spent outdoors. Children demonstrate that their bodies move flexibly as they dance to music and play outdoors with balls and small hoops with ribbons. They go on walks in the local community and these are planned well to extend children's learning further. They visit local shops and buy fruit for snacks,

enabling children to handle money and receive change. Their knowledge of the world around them is extended as they celebrate a variety of cultural festivals and grow seeds plant bulbs and watch them grow. The setting encourage many visits from people who help them, for example, the local school crossing patrol person and Vet. This ensures that children develop a great awareness of world in which they live. Creativity is supported by a vast variety of resources for collage, art and craft, music and movement, role-play and dressing up.

Children form strong relationships with practitioners and each other and are happy and settled. Older children share well and younger children continue to develop their skills in this area. They take turns willingly and have many opportunities to play alongside each other and with their peers. Excellent interaction and highly effective organisation of the routine help children to gain a sense of security. Practitioners are accomplished and sensitive in their management of children and their behaviour. As a consequence, children demonstrate very good behaviour and self-control. Children are assisted to consider and value diversity and cultural difference, through a wide range of resources and planned topics which extend their knowledge. The setting promotes inclusion for all children, whilst keeping track of their individual needs and areas for development. Practitioners attend training and work closely with parents and other professional agencies to ensure that children's individual needs are fully met.

The learning environment is bright, welcoming and child-orientated ensuring that children have space to play, explore, and rest comfortably. Children are able to access the bathroom with practitioner's support. They are encouraged to take care of their personal requirement, which promote their ability to manage their self-care and develops their independence. Excellent attention is given to prevention of the spread of infection and children demonstrate an excellent understanding of the significance of following good personal hygiene routines. All children develop a very good understanding of how to keep themselves safe through their understanding of daily routines. They enjoy going on walks and are aware that they need to wear high visibility tabards and hold onto the 'rope'. They learn about fire safety and know the procedure for emergency evacuation, which is practiced regularly. Practitioners explain to children, so they can understand, the risks of potential hazards, such as, not running inside or staying near staff when outside the setting. Children have a good understanding of healthy eating; they are provided with a variety of fresh fruit at snack times and can access fresh drinking water throughout the session. Snack time is a sociable time where children sit together around tables to enjoy healthy, nutritious snacks prepared on the premises by some of the children. Practitioners are fully aware of the individual dietary needs of children and ensure that these are met.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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