

Little Learners Pre-School (North Harrow)

Inspection report for early years provision

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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 Learners Pre-school (North Harrow) is part of a group of nurseries run by Little Learners Pre-School (UK) Ltd. The setting was registered in 2010 and operates from a community centre, located in North Harrow station car park, within the London borough of Harrow. The setting has access to an enclosed outdoor play area.

The setting is registered to care for a maximum of 50 children within the early years age range. Currently there are 12 children on roll. They are open each weekday from 9.00am to 12.00 midday, for 38 weeks of the year and are registered on the Early Years Register.

The setting employs three staff, all of whom hold appropriate early years qualifications. The setting is in receipt of government funding for early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are happily spending time playing and exploring, and they are making good progress in their learning and development. There are sound systems in place to share information with parents and others. The systems for self-evaluation continue to develop and emerge so that outcomes for children can be improved. In the main, the children are safe and secure, but not all staff are secure in their understanding of the procedures that should be implemented following an allegation.

What steps need to be taken to improve provision further?

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

- ensure that all staff understand the safeguarding policy and procedures, paying particular attention to the procedures that must be implemented if there is an allegation of harm or abuse made against any person looking after the children on the premises (Safeguarding and promoting children's welfare) 19/04/2011

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

- support children's communication and language skills by posing more open-ended questions and introducing new and challenging vocabulary
- strengthen the systems for reflective practice to identify areas for

improvement which will benefit outcomes for children

The effectiveness of leadership and management of the early years provision

The children are cared for in a safe and secure environment as there are effective risk assessments procedures in place. The staff carry out daily visual checks on the premises and maintain records, this ensures that children are protected from potential hazards both indoor and outdoors. The staff are well deployed and suitably qualified to ensure the safety of the children. There are appropriate procedures in place to ensure that all adults working directly with the children are suitable to do so. For example, Criminal Record Bureau checks are completed on all staff. Those adults whose suitability has not been checked do not have unsupervised access to the children. There are clear written safeguarding procedures in place and staff have a clear understanding of the potential indicators of abuse. However, not all staff have a sufficiently robust understanding of the procedures to follow, if allegations of serious harm or abuse are made against any person looking after the children on the premises, which has an impact on the children's safety.

The registered person/manager demonstrates a clear understanding of the importance of developing systems for self-evaluation, which continue to develop and emerge. The setting has only been in operation for a short-time, but, they are keen to make improvements and have begun to identify areas in their practice that need to be improved. For example, they are working on creating a music area for the outdoor area and the continued development of the staff's professional development.

Children benefit from the sound relationships their parents and carers have with the setting. This ensures that children's individual needs are identified and continuity of care is offered. The systems for sharing information with parents continue to develop as the setting becomes more established. For example, staff verbally communicate with parents at drop off and collection times and an informative notice area is available to the parents. Parents can access their own children's developmental records as they wish. In addition, the setting ensures that parents provide them with as much information as possible before children start the setting. Discussions with parents reveal that they are pleased with the level of care provided and that their children are happy and settled. However, they also state that they would like more feedback about their children's development and learning. The registered person/manager understands the significance of developing links with others involved in the care and education of the children as the need arises.

The staff treat the children with respect and value them as individuals. They have appropriate procedures in place to settle new children and most children settle well and part easily from parents. They feel secure and play contentedly with their chosen activities. All children are encouraged to access toys and resources regardless of their gender. Children have access to a wide range of toys and resources, furniture and equipment to meet their needs. Children with English as

an additional language are well supported within the setting. For example, many of the staff are multi or bilingual which enables them to communicate with the children in their home languages. This helps the children to feel included and promotes their self-esteem.

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

Children are supported in developing an understanding of being healthy. For example, children are encouraged to care for themselves as they learn to blow their own noses and to dispose of tissues appropriately and to wash their hands before eating. Staff adopt appropriate hygiene methods as they ensure tables and table coverings are cleaned with an anti-bacterial solution before children have snacks. The children are also beginning to learn about making healthy choices as discussions take place with the children about healthy foods. Children's physical skills are suitably supported as they have access the outdoor area on a daily basis and resources are in place to promote their large and small motor skills. For example, children thoroughly enjoy manoeuvring their tricycles around the road signs and obstacles.

Each child is allocated a key person which contributes to making them feel secure and confident within the setting. Children display a sense of belonging and all appear settled and happy. They are supported in developing an understanding of how to keep themselves safe. For example staff remind the children how to carry chairs safely and regular fire evacuation drills increase children's understanding of what to do in the event of an emergency situation.

Children are making good progress in their learning and development. This is a result of the effective systems that are in place which identify children's likes, dislikes, interests and abilities. Observation and assessment is linked to planning which is flexible, responding to children's individual interests, their starting points and their capabilities. Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. For example, children enthusiastically take photos of their peers and themselves using the digital cameras. In addition, the children are investigating nature and how things work as they use programmable toys and grow cress. Their problem solving and numeracy skills are supported by staff who encourage them to construct models using the different sized plastic bricks and to explore shape, size and numbers.

Children's behaviour is managed in a calm and sensitive manner by staff who are consistent in their approach. The children are encouraged to share and take turns; this is supported by staff who encourage the children to use sand timers as a guide to when their turn will next take place. The children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. For example, they take Jo-Jo the monkey home with them as a reward for positive behaviour. Children are supported in developing an understanding and respect of the different cultural backgrounds of their peers and

people within the wider world. For example, the setting has begun to acknowledge a selection of festivals and events such as, Chinese New Year and Mothering Sunday. In addition, children have access to resources and visual images that depict different cultures and races within society.

In the main, children's language and literacy skills are developing appropriately. Children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. For example, during circle time the children talk about what they did with Jo-Jo the monkey over the weekend. However, some staff are more skilled at posing open-ended questions to help the children think for themselves. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a good selection of resources that enable them to practice their early mark making skills such as, pencils, crayons and a selection of painting tools. In addition, the children enjoy the opportunity to use paint brushes and water to mark make on the walls outside.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	2
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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

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