

Little Peeps Nursery

Inspection report for early years provision

Unique reference number EY274002
Inspection date 21/06/2011
Inspector Lynne Hughes

Setting address Feering Community Centre, Coggeshall Road, Feering,
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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 Peeps pre-school was registered in 2004 and is privately owned and run. It operates from two rooms within a community hall in Feering, near Colchester, Essex. A section of the adjacent school play ground and multi-use games area is made safe to provide an appropriate area for outdoor activities. The pre-school is open from 9am to 3.30pm on Tuesdays and Thursdays and from 9am to 1pm on Monday and Fridays, term time only.

A maximum of 38 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 40 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years, Compulsory and Voluntary Childcare Registers.

The pre-school employs six members of staff. Of whom five including the manager hold appropriate qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides for children's learning, development and welfare needs to a good standard. Staff know the children in their key groups and work effectively with parents to establish clear information about the children's home background and requirements. Some opportunities to further challenge children's learning are missed through the organisation of the sessions. The setting has systems in place to enable it to monitor, review and evaluate it's provision for children and is further developing links with other settings delivering the Early years Foundation Stage to enhance continuity and smooth transition.

What steps need to be taken to improve provision further?

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

- provide more freely chosen or child-initiated activities, delivered through outdoor play
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- improve the educational programme to provide opportunities for children to develop their use of simple technology equipment.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as staff follow the setting's written policies and procedures on protecting children. They update their knowledge through external training courses and revisit their comprehension of the responsibilities through staff meetings and discussions. All staff working with children are vetted and proof of their clearance is held on file for inspection. Regularly conducted risk assessments and daily safety checks ensure that children play in a safe and secure environment.

The pre-school is privately owned and has a sister setting in a village close by. The previous manager has left the setting since the last inspection and a new manager has been appointed from the existing staff team. The owner oversees the general running of the pre-school, however, the manager organises the day to day operations and procedures. The staff team have a number of plans for the future which will have a beneficial impact on children. The future plans and developments evolved through the self-evaluation procedures in which all staff and parents played an active role.

The setting operates from two rooms within a large community centre situated on a school site. Children are cared for in groups which reflect their age and developmental capabilities and move up to the larger room when they are aged over three years. This enables staff to tailor the toys, play materials and activities to meet the individual needs of the children within each group. Equipment is presented each day in low level storage units and on tables and floor mats. This ensures that children are able to make choices over their play and learning and encourages them to develop independence and self-help skills. Staff are on hand throughout the session to support the children's learning and to facilitate their ideas and games. The staff team has remained stable for many years with the introduction of some new members of staff who work between this pre-school and it's sister setting. All staff are committed to enhancing their knowledge and expertise of childcare through appropriate training. Children are provided with some opportunities to develop their understanding of other people's cultures and beliefs through the celebration of festivals and special occasions. Some resources reflect diversity and equality and allow children to explore other people's differing needs.

Parents are provided with clear information about the setting and how it operates through it's prospectus and through the range of posters and information available on notice boards in the foyer of the building. A white board contains clear information about what the children have been doing and is available at the end of each session for parents to view. Parents spoken with at the time of the inspection shared their views on how the setting operates. They provide positive, complimentary feedback about the way in which their children are progressing, the professionalism of the staff and the open and relaxed welcome they and their children receive each time they attend. Links with other agencies are effective and systems to enable staff to share relevant information with a key person in other early years settings are currently being further developed.

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

Children enjoy their pre-school experience. They form groups of friends and explore the free play opportunities available to them. Children enjoy expressing themselves creatively as they participate in painting and sticking activities, some of which follow the theme of the week which at present is 'bees'. Staff provide children with a range of planned activities to help to develop their knowledge of the chosen theme and encourage them to participate in discussions and activities which further enhance this subject. Children chat confidently to each other and to staff. They guide their own play, for example, when one child becomes the teacher and encourages the other children to join in with a singing session. Staff observe children at play and use their observations to identify their next steps in learning. Their observations are recorded in children's individual learning journeys which are shared with parents on a regular basis.

Children are safe within the setting and act in ways which demonstrate that they feel secure and comfortable in their surroundings. Staff check the premises each morning before the children arrive and carry out daily safety and cleaning tasks to ensure that the premises remain safe, clean and hygienic throughout the day. Children develop a good understanding about keeping safe as staff enter into discussions with them about walking carefully, lining up in a calm way to go outside and being considerate of each other's needs. Children's knowledge of keeping healthy is promoted by staff who remind them of the importance of hand washing and hygienic practices. They have some opportunities to participate in outdoor activities which provide them with fresh air and exercise, however, the organisation of outdoor space does not always allow for children to make choices about playing indoors or outdoors. Children sit together to enjoy a mid-session snack. Staff enhance children's knowledge of healthy eating by providing them with fresh fruit and healthy alternatives, such as, bread sticks. Whilst snack time is relaxed, it lacks opportunities to challenge children or to enable them to develop independence by participating in the preparation of snack time or the presentation of the snack table.

Children are settled and comfortable within the pre-school. They wander freely around the areas available to them and become confident in their surroundings. Staff promote children's self-esteem by praising them and encouraging them to be kind and caring towards their friends. Children are generally well behaved and enjoy the company of their peers. The balance of adult-led and child-initiated activities provides children with opportunities to develop skills for the future.

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	3
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

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	3
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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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