

Little Treasures Pre-School

Inspection report for early years provision

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Setting address	Church Leys, Harlow, Essex, CM18 6BY
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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 Treasures Pre-School opened in 1996 and operates from a large hall and rooms at the Friends Meeting House. It is situated in Harlow, Essex. The pre-school serves the local community and surrounding area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open five days a week term time only. Sessions are from 9.30am until 12.30pm, on Mondays to Fridays. The pre-school is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 32 children on roll in the early years age group. The pre-school has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs seven staff. Five of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming pre-school. Effective observations and records of children's individual achievements and individually tailored challenges enable children to make good progress towards the early learning goals. Staff ensure that parents are fully informed about what their children are doing and share information about their needs and routines. The manager and staff are highly motivated and have a positive approach to self-evaluation. They have established systems to support the continuous review of their work, but do not currently include the views of all users.

What steps need to be taken to improve provision further?

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

- develop further the use of the quality improvement process, including the views of all users, to improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are actively promoted. All members of staff undertake both safeguarding and first aid training to ensure they understand their responsibilities. Staff display a high level of awareness of signs of abuse and follow procedures firmly based on the Local Safeguarding Children Board guidelines. Thorough risk assessments and daily checks ensure that hazards are minimised. Stringent checks are carried out to ensure that all staff are suitable to work with children. The management team follow a robust recruitment and selection process to provide a highly skilled staff team who deliver warm, consistent care and

education to all children.

The setting has established a detailed self-evaluation process, which highlights the good organisation of the setting and identifies positive improvements. All members of staff exchange views and ideas through regular discussions and staff meetings. They actively seek verbal feedback on their strengths and weaknesses from children, parents and carers but do not yet use the information effectively to improve their practice. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive.

Resources are used well to promote children's learning and development. For example, staff are effectively deployed to maintain ratios at all times, taking into account the use of different rooms and the outside area. They have an extremely sound knowledge and understanding of all aspects of the Early Years Foundation Stage. They plan and deliver a comprehensive range of stimulating, challenging activities and learning opportunities. Staff assess and evaluate these activities, adapting and extending them for individual children. Children have access to a broad range of safe, good quality, purposeful and developmentally appropriate toys, furniture and equipment to support all areas of learning. Children are able to access resources at child height, which enables them to become independent and make choices. Good use is made of the rooms and resources to provide a wide selection of activities. The staff update the documentation they keep in response to advice from other professionals.

Staff are good role models and ensure that stereotypical views are challenged. All resources reflect the children's home cultures through an abundance of familiar words, toys, books and games. Staff ensure that they understand each child's background, cultures, and beliefs and encourage children to recognise and respect difference. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families, and recent experiences. This enables all children to feel welcome and valued.

Regular meetings enable children's key workers to meet parents or carers to discuss and contribute to the children's progress records. Parents are kept informed on a daily basis through the use of verbal discussions, notices and regular newsletters. Partnerships with other settings, such as the local school, are developing. Pictures of the classroom and resources, as well as organised visits, enable children to have a smooth transition into full-time school.

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

Children are fully supported in achieving because staff have a comprehensive understanding of the Early Years Foundation Stage. They display very good skills and attitudes towards learning as a direct result of the skilful input from the staff. Staff observe and assess children as they play, using this information to inform future plans. They respond quickly to children's developmental needs by adapting

activities on a daily basis. This enables them to provide tailored experiences, which actively promote children's individual development.

The environment is welcoming and accessible, enabling children to make independent choices and select their own resources. Children recognise their own names and register themselves on arrival, which promotes their sense of belonging, confidence and self-esteem. They move freely between the indoor and outdoor learning environments, accessing their own resources to develop their own play. They routinely learn how to keep themselves healthy and safe. For example, they follow directions when evacuating the premises in an emergency and use tools safely. Children are rewarded with lots of praise from staff, which further promotes their self-esteem. This actively encourages children to develop habits and behaviour appropriate to good learners, while respecting and understanding their own and others' needs. Older children are caring and responsible towards younger ones; for example, they show new children around and teach them the boundaries and routines.

Each child has their own assessment folder, which acts as a record of their good levels of progress. These assessments are meaningful and relevant to the individual child..

Children have good relationships with the staff, whose consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively; they demonstrate a good sense of responsibility for their behaviour and develop positive attitudes to learning. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs and those of their friends. Children who speak English as an additional language are well supported and make good progress.

Children are respected as individuals and the curriculum is tailored to suit all capabilities and needs. Continual assessment by each child's key worker allows any strengths or weakness to be identified and adaptations to curriculum planning are made. They learn how to think for themselves and make decisions through the use of open-ended questions and encouragement of listening skills. Children's progress is constantly monitored through observations and evaluations of plans. Children develop skills for the future as they share ideas and work together. For example, they plant their own fruit and vegetables. They have many opportunities to develop early reading and writing skills. Children regularly make marks in everyday play, both indoors and on the blackboard outside. They put numbered 'green bottles' in order and hang them on the fence, which helps develop their numeracy. All activities provide suitable challenges for older and more able children, and all children make good progress towards the early learning goals in this welcoming pre-school.

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
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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