

Little Lanes Pre-School Ltd

Inspection report for early years provision

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EY427347

Inspection date

21/09/2011

Inspector

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Setting address

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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 Lanes Pre-School was registered in 2011. It operates from the Old Gospel Hall in Farncombe, Surrey. Children have access to a main hall, with toilet facilities off the hall. There is an enclosed outside play area. The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 32 children under eight years at any one time, of which no more than 32 may be in the early years age group. Preschool sessions operate for children from two years to the end of the early years age group. The manager has Early Years Professional status and works with four other members of staff, three of whom are qualified. Professional development is ongoing for all staff. The preschool operates during term-time only and sessions are from 9.15am to 12.15pm and 12.30pm to 3.30pm, five days a week. A breakfast and lunch club also operate between 8.30am to 9.15am and between 12.15pm to 12.50pm respectively. There are currently 30 children on roll and, of these, 15 are in receipt of nursery education funding. The preschool supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled and have fun as they learn through sensitively supported play. Overall, the preschool's practice is effective in helping children make good progress with their development. Staff are well qualified and organise a very welcoming, inclusive and stimulating environment for children. The quality of the preschool provision is good with some outstanding elements. Management are very enthusiastic and the preschool's capacity for continuous improvement is very good.

What steps need to be taken to improve provision further?

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

- improve children's records by clearly tracking their progress in all areas to clearly identify their next steps in learning
- provide opportunities for children to develop and use their home languages in their play and learning, for example, through the use of key word labels in their known languages.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well at the preschool. Effective recruitment and induction procedures are in place, all staff have been vetted and good procedures are in place to ensure the ongoing suitability of staff. They are confident with the procedures to follow with any safeguarding concerns and the preschool has a detailed policy to underpin their practice in this area. Visitors to the preschool are recorded and all staff receive safeguarding training. Children play safely as staff carry out a daily safety check of both the indoor and outdoor environment. Staff are fully aware of their roles and responsibilities and work effectively together as a friendly, united team to ensure sessions run smoothly and happily for all children. They skilfully display children's artwork alongside educational posters to provide a positive and stimulating environment for children. Children have daily access to an excellent, high quality range of resources made from different materials which promote learning in all skill areas. Resources are labelled with both words and pictures and are set out so that they are accessible to children at their level. Children clearly benefit from their surroundings and eagerly and excitedly explore toys and activities and are purposefully engaged throughout sessions. Staff treat all children with equal concern and respect and have a good understanding of children's individual needs. They support children with special educational needs and those with English as an additional language. Staff are currently working on building a language bank of words in different languages, as opportunities are currently limited for children with dual languages to develop and use their known languages during their play. Children learn to have a positive attitude towards diversity through free play with a variety of resources which reflect differences within our society. Staff also act as positive role models with regard to valuing all others.

The preschool works positively with parents and others involved in children's care and education. Excellent partnerships with parents contribute significantly to children's well-being while at the preschool. A wealth of information is shared with parents including all preschool policies and procedures. Newsletters are issued to parents, information is displayed on a notice board within the preschool and management keep the preschool's website up to date with news. Parents are kept well informed about their child's development with learning plans displayed showing activities and learning areas being covered. Parents are extremely positive in their praise of the preschool, which they state is 'great', with staff being 'very approachable' and 'brilliant' with the help and support given to children. The leadership and management of the preschool is strong. It has only been operating a short while, but practice is continually being monitored and evaluated by all staff. Management are dedicated to ongoing development and has focus improvement plans in place which are regularly reviewed and updated.

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

Children's behaviour is exemplary. They are stimulated and engaged with play and are allowed to follow their own interests, which reduces the incidents when they may feel frustration. They show kindness and consideration for others, for example, as a child decides she would like to draw a picture for a member of staff. Children have excellent relationships with staff and turn to them readily for support showing they feel safe and secure in their care. Children have named trays and their family photographs are displayed which gives them a strong sense of belonging and ownership of their environment. They show patience as they wait their turn when playing a game with others and understand that when staff ring a bell they need to stop what they are doing and listen. Children learn about safety as they listen to staff, who clearly explain the correct way to carry scissors. They have good opportunities to develop healthy bodies through regular exercise and play in the fresh air. They put on coats and outdoor boots and eagerly run around in the garden. They have fun as they forcefully kick a football and then a sponge rugby ball. They take care as they safely climb the steps on the slide before whizzing down and show good balance skills as they stand on low level stilts. The preschool's policies and procedures help protect children from illness and infection. Staff maintain a clean environment for children and use antibacterial spray to clean tables before children sit to eat. Children wash their hands before eating showing an understanding of routine hygiene practice. They enjoy playing a healthy eating game which reinforces their awareness of food which is good for them.

Staff work together to plan and provide daily resources and activities which support children in developing their future skills. Activity plans are clear and link with the different areas of learning. Staff maintain development records for children with observations of their learning, although they do not clearly track children's development in all areas. Children are given time to learn through independent exploration and show a quiet determination to succeed as they decide to complete a series of inset jigsaws showing a frog, horse, tortoise and fish. They correctly identify the pictures on the jigsaws, showing an understanding of the natural world and confidently count the number of pieces in each puzzle. Children demonstrate a good awareness of size and shape as they engross themselves in sequencing different size wooden cylinder blocks. They have excellent fine motor skills and patiently use tweezers to pick up shells and transfer them to individual holders. They solve problems as they play. For example, a child starts to use a spoon to scoop up and transfer lentils from one bowl to another but then realises he can do it quicker by just tipping the contents from one bowl to another. Staff interact with play, asking children questions to make them think. Children freely paint and mark make and have fun making models from wooden blocks, for example, they decide to make an aeroplane and tower. They are developing an understanding of letter/sound links and listen attentively when staff read them a story linked to the focus letter of the week.

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	1
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	1

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	1
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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