

Little Learners Pre-School

Inspection report for early years provision

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EY216941

Inspection date

16/09/2011

Inspector

Kay Armstrong

Setting address

Barclays Community Centre, Cook Street, Winton, Eccles,
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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 Learners Pre-School was registered in 2002 and is run by a committee. The provision operates from Barclays Community Centre in the Eccles area of Salford. Children have access to the main room and outdoor play area. The provision which serves children from the local community is open Monday, Tuesday, Thursday and Friday from 9.30am to 1.30pm term time only.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged two to under eight years may attend the provision at any one time. Currently, there are 29 children on roll, all of whom are in the early years age range. This includes three children who receive funding for free early education. The provision supports children with special educational needs and/or disabilities. language.

There are eight members staff who care for the children, of whom five have early years qualifications to level 4 and two are working towards a level 3 qualification. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed, happy and settled in this inclusive environment. Staff provide a wide range of activities which capture the children's interest, effectively promoting their learning. The staff team have a good understanding of the Early Years Foundation Stage Framework and implement many areas of it successfully. Children's independence, choice and self-help skills are generally promoted well. Their individual welfare needs are well supported as relationships with parents and other professionals are good. The setting demonstrates a strong capacity for continuous improvement and is aware of where key areas for further development lie.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to manage their own personal hygiene with particular regard to hand-washing
- develop further the system used to track children's progress towards the early learning goals and use the information regarding the next steps in children's progress to inform the planning of activities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully inline with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Comprehensive risk assessments are in place and checks of the play areas on a daily basis ensure children can play in a safe environment. Robust recruitment and selection procedures further enhance children's safety. All records and documentation required for the safe and efficient management of the provision and to meet the individual needs of the children are in place and maintained to a good standard.

The provision successfully provides an inclusive service for both children and their families. Staff have a good awareness of how to support children with special educational needs and/or disabilities. Equality and diversity are well fostered through a varied range of activities and resources which promotes children's understanding of the world around them. Parents and carers are warmly welcomed into the provision. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children settle well. A range of information is clearly displayed for parents and carers. This includes information on the Early Years Foundation Stage. Communication with parents and carers is effective as staff establish positive relationships with them. Newsletters are issued regularly, further enhancing the partnership with parents and carers. Continuity of care is a priority for this provision and staff have developed a system to encourage positive links with local schools to promote a smooth transition for children who are moving on.

Leadership and management of the provision are good. All the necessary policies and documents required for the safe and efficient running of the service are in place and in good order. The recommendations from the previous inspection have been successfully implemented, which together with regular self-evaluation and ongoing staff training, demonstrates a strong commitment to continuous improvement. This has a positive impact on children's overall well-being and safety

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

Children are becoming inquisitive learners who enjoy their time in the provision. They make good progress towards the early learning goals as staff plan a wide range of interesting activities to promote their development in all areas. Staff make sensitive observations of children's development, which clearly link to the early learning goals and identify the next steps in children's learning. However, this information is not always used to inform the planning of activities and the system used to track children's progress is not yet fully developed. As a result, planned activities are not always appropriately targeted.

Children are very well supported and nurtured by a caring staff team. They are becoming settled and happy within the provision. They eagerly explore the stimulating activities and are supported by the staff team. Their interests in activities are captured and sustained. They particularly enjoy the outdoor play area, here they refine physical skills as they are encouraged to use crates to clamber on and slide down huge tyres. They balance bean bags on their heads and practise throwing balls. They giggle and shout as they run around and chase each other and thoroughly, enjoy digging in the garden.

Communication skills are well fostered throughout the provision. Children are beginning to understand that print carries meaning, as they look for their names to self-register. They handle books carefully and are beginning to enjoy listening to stories. They refine their pencil skills, as they make marks with a purpose with a variety of pencils, chalk and crayons. Staff enhance children's understanding and knowledge by asking questions which help them to think and reason. They use mathematical language with the children and encourage them to become aware of numbers as they sing nursery rhymes and use their fingers to count on. Children problem solve as they complete jigsaw puzzles and make wonderful models with construction materials. Skills for the future are fostered well as children explore a range of replica electrical equipment in the role play area and have access to a computer, mouse and keyboard. They learn about their environment by trips out to the shops and post office and are becoming aware of difference as they explore a range of resources which reflect our diverse society. Children are beginning to understand the importance of caring for the world in which they live, by recycling paper and plastic bottles. Children have opportunities to freely express themselves creatively, as they explore a range of paint, glue and collage materials, dress-up, sing and play imaginatively.

Children's health and well-being is actively promoted through the sickness policy, cleaning routines and good access to drinks to maintain hydration. In addition, children enjoy growing vegetables in the garden which support their understanding of where food comes from and healthy choices. However, children's ability to recognise the importance of consistent good hygiene practices, for example, routine hand-washing after nappy changes in order to minimise cross-infection is less well developed. Children have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their environment.

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