

# Little Buddies Pre-School

Inspection report for early years provision

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**Unique reference number**

EY350350

**Inspection date**

08/11/2011

**Inspector**

Jan Healy

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 Buddies Pre-School operates from the premises of St. Luke's Church in Lowestoft, Suffolk. The pre-school is registered on the Early Years Register. The setting has the use of the large hall and adjoining facilities. A maximum of 24 children in the early years age range may attend the setting at any one time. The pre-school is open on Monday, Tuesday and Friday from 9am until 3.30pm and on Thursday from 9am until 12.30pm during term time only. Children have access to an outdoor play area. There are currently 31 children aged from two to five years on roll. The pre-school provides funded early education for two-, three- and four-year-old children. The setting currently supports children with special educational needs and/or disabilities, as well as for children who speak English as an additional language. The pre-school employs seven members of staff, as well as one bank staff member and volunteers. Of these, seven hold an appropriate early years qualification with one member currently working towards a relevant qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are making continual progress in their learning and development, as the staff know them well and effectively provide for their individual needs. Staff are highly motivated in safeguarding the children to ensure their welfare and happiness. Staff are skilful in helping the children's understanding of differences in the society in which they live, even in this predominantly single culture setting. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote quality education and care. A successful method of self-evaluation aids the staff to make continuous improvements.

## **What steps need to be taken to improve provision further?**

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

- make use of the outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers and windmills to investigate the effects of wind
- develop further the children's ability to make independent choices and decisions about their play.

## **The effectiveness of leadership and management of the early years provision**

The staff are successful in safeguarding the children in their care, as they are able to demonstrate a high level of commitment in promoting their safety. They provide a safe and happy environment, where the children make very good progress in their learning. Staff share a warm and affectionate relationship with the children, making for a happy and secure environment. A clear and robust child protection

policy contains strategies and procedures to follow in the event of a concern being witnessed, which prevents the delay in seeking advice and support from an appropriate agency. There is a thorough and successful recruitment procedure to ensure all adults are suitable to work with young children.

The staff are committed in helping the children make good progress. They work well as a team and have a common sense of purpose, providing consistency of care and education. Management are committed to continually improve the provision for the benefit of the children. They communicate high expectations and encourage the staff to continue their training and development, helping to enhance the knowledge and skills of the staff team. A successful method of self-evaluation aids the staff to reflect on their practice. This is a team effort, with the parents and children also being requested to provide their views and opinions. This results in the identification of the provisions strengths and weaknesses with a well targeted action plan in place to ensure on-going improvement. The staff use and manage most of the available resources efficiently and effectively to help meet the children's individual needs. Most areas are organised well for example, in the creating of a quiet area where the children look at a wide range of books as well as an interest table, where they look closely at leaves and pine cones using magnifying glasses. However, the organisation of the outdoor play area does not provide the children with opportunities to investigate the effects of wind.

Relationships with the parents are well established ensuring all childrens needs are met. There are clear and accessible channels of communication and a clear system for keeping parents informed about aspects of the provisions work to ensure they have coordinated, up to date, accurate and timely information. The staff seek information about the family backgrounds as well as information about the children's individual needs, to enable them to plan for the children's continuous progression. They actively promote equality and diversity in this predominately single culture setting, as all the children are treated equally and with respect. There are good strategies in place to tackle any variations in the children's progress with the help and support from outside agencies. Partnerships with other providers who deliver the Early Years Foundation Stage make for a strong contribution to the children's achievement and well-being. They play a key role in identifying learning needs to enable the staff to respond swiftly to any difficulties.

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

The children arrive happily and are eager to learn. They settle swiftly to an activity of their choice due to the efficient support and attention they receive from the staff. They build strong relationships with their friends, with the older children helping the younger ones with everyday tasks, such as to show them how to couple a train. Organisation of resources, however, do not always allow the children to further their independence to make choices and decisions, by self-selecting toys and games of their choice. The children are developing their skills for the future, as they are able to apply their number skills during counting songs and rhymes. They have many opportunities to engage in literacy skills, such as making lists when in the home corner and making dates in a diary. They are

learning to solve problems, such as interlocking the correct jigsaw pieces. The staff are skilful at encouraging the children to make a positive contribution to the provision, for instance, in requesting they help chop the fruit and cheese for snack, which they do so willingly. They are becoming more confident and self-assured as the staff are good role models and teach the children to be kind and to be respectful towards each other, helping to create a happy and calm atmosphere.

The children are learning about how to lead a healthy lifestyle, as they have everyday access to the outdoor play area, where they take part in a broad range of physical activities. The staff take this opportunity to teach the children about how exercise helps their growing bodies and how for instance, riding a wheeled toy, helps them to stay healthy. They make healthy choices about what they eat and drink for snack and demonstrate good hygiene practices when preparing for lunch. The children and staff share a warm and affectionate relationship, which creates a secure feeling of safety. Each child has a key person who knows them very well and who successfully supports their learning and development and promotes their welfare. Children have an increasing awareness about how to remain safe when engaging in everyday activities. For instance, the older children remind the younger ones about the rules, such as not to run inside and to pass the scissors whilst holding the blade. Children's behaviour is good and enhances all aspects of the provision.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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