

# Little Crickets Learning Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY423237
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Victoria Vasiliadis

<b>Setting address</b>	Northwood Cricket Club, Corner of Ducks Hill Road and Rickmansworth Road, Northwood, Middlesex, HA6 2NP
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<b>Type of setting</b>	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**

The setting was registered in 2011 and is based within Northwood Cricket Club in the London Borough of Hillingdon. The setting is open from 7.30am to 6.00pm on a daily basis. A variety of sessions are offered, including full and part-time places or a shorter day from 9.00am to 3.30pm. The setting closes on Bank holidays and a week in July.

The setting is registered on the Early Years Register. It is registered to care for a maximum of 30 children in the early years age range, of whom no more than 10 maybe under two years. There are currently eight children on roll and the setting is in receipt of government funding for early education. The setting supports a number of children who speak English as an additional language. There are two members of staff employed within the setting, both of whom hold appropriate qualifications.

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

Overall the quality of the provision is good.

Overall, children thrive in this setting and they make excellent progress in their learning and development. There are effective systems in place to ensure partnerships with parents and carers are fully promoted. This helps to ensure that the needs of all the children are successfully identified and met. The systems for working in partnership with others continue to evolve and develop. The management team demonstrates a good capacity to maintain continuous improvement, as they continually look at ways to improve outcomes for children.

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

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

- further support children to become aware of, explore and question differences in special educational needs and disability issues
- increase children's access to written words in their environment from different home languages, and invite parents and other adults to contribute.

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

The management team work well together to provide children with a vibrant and extremely child-friendly environment. Children's safety is promoted and their individual needs successfully met. There are robust systems in place to ensure that those adults caring for children are suitable to do so. Individuals who are not

vetted are not permitted unsupervised access to the children. Practitioners understand their responsibilities in relation to child protection. For example, they are aware of the possible signs and symptoms that may be displayed if a child is being harmed. In addition, they demonstrate a clear understanding of the procedures that must be followed if allegations are made against adults working with the children. The setting has taken appropriate action to minimise risks both indoors and outdoors so that children can play safely. In addition, written risk assessment records are maintained and regularly reviewed.

Although the setting has only been in operation for a short period of time, the management team have a clear vision and know where their strengths lie and where improvements are needed. For example, in order to further improve outcomes for children they would like to expand their outdoor area. They plan to obtain animals such as chickens, rabbits and hamsters so as to give children opportunities to care for animals. The views of parents and carers are sought verbally and through the daily diaries. The setting takes into account the views of the children as they find out what their likes and interests are and plan accordingly. In addition, the setting works with the local authority in order to reflect on their practice and to ensure that they comply with the welfare requirements. Consequently outcomes for children are likely to further improve.

Children flourish in this setting. There is an extensive range of extremely good quality furniture, toys and equipment available to the children, which are exceedingly well maintained. The environment is highly organised so that children make choices and initiate their own play. For example, when children decide that they wish to play with the guitars, practitioners take their lead from them and provide music on the CD player. Practitioners are very well deployed to ensure that children's learning is extremely well promoted and routines run very smoothly. The setting is very effective at ensuring that all children are fully involved and their development is outstanding in relation to their starting points. Practitioners are fully aware of each child's background and individual needs. They work well with parents to make certain that every child receives high levels of support at an early stage. Children learn about the society in which they live through the festivals that are acknowledged within the setting. For example, Diwali, Sukkot and Harvest festival. Children are provided with a wide range of resources and visual images that reflect positive images of diversity. For example, puzzles, books, small world people and dolls. However, children have less access to resources or displays which depict positive attitudes to disability or special educational needs.

There are good systems in place to promote partnership working with parents and carers. Parents receive regular feedback about their child, through the use of the daily diaries and verbally at the end of the day. All parents have opportunities to meet with practitioners to discuss their children's achievements and progress. Practitioners work with the parents to find out key words in the children's home languages, some of which are displayed in the environment. Parents are very positive in their feedback about the care and education their children receive. In addition, the setting continues to develop links with the adjoining school and other settings. For example, teachers and the head teacher are invited to attend the setting.

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

The children's self-confidence and esteem is extremely well fostered within the setting. Children are provided with very good opportunities to promote their independence skills. This is as a result of the exceptional organisation of the environment, which is set up to encourage children to be independent and involved in a variety of stimulating and challenging activities. This enables children to become inquisitive and independent learners. As a result, children's skills for the future are well supported and they are preparing well for school. All children within the setting are making extremely good progress in their development. The children are highly motivated, engaged and involved in activities. The practitioners have a comprehensive knowledge and understanding of the Early Years Foundation Stage and how children learn and progress. In addition, they encourage and respond to children's signs of interest and extend this through activities and discussions with them. For example, when children show a particular interest in cars, this is extended and brought into all aspects of the children's learning.

Children are very caring and kind to one another and have formed excellent relationships with each other. For example, at lunch time one child pours his friend a glass of water, and another fetches his friend's teddy before they both go off to bed. Children have an exceptional understanding of the boundaries and behavioural expectations of the setting in relation to their ages. For example, one child tells another not to run inside. Practitioners develop warm and responsive relationships with the children. The children's language is developing rapidly and many are beginning to put sentences together. Practitioners join in conversations with children, introduce many new words and pose open-ended questions. They listen attentively to children, who are encouraged to make valuable contributions and express their own views and thoughts. For example, one child tells a practitioner that his cardboard box is a boat and then a tractor.

Children enjoy regular fresh air and exercise. The outdoor area is well organised, which enables children to extend their skills. For example, they enjoy riding the tricycles and digging the earth to plant their flowers. The children learn the importance of their own personal health. For example, discussions take place with the children about the need to wear appropriate clothing in the cold and foggy weather conditions. In addition, young children are content and settled, as their physical and dietary requirements are well met. For example, practitioners understand each child's health needs and work well with the parents to ensure these are fully promoted. Young children are secure and develop a sense of belonging. They are beginning to demonstrate an understanding of how to stay safe. For example, during conversations with children they are able to say why they shouldn't run when indoors. They also learn what to do in the event of an emergency situation, as fire drills are routinely conducted.

## 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	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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