

Little Learners Pre-School Day Care

Inspection report for early years provision

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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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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 was registered in 1990 and is a voluntary group which operates from two rooms in the Brighthouse Adult Education Centre. It is situated in an urban area in Calderdale. The nursery serves the local area and has strong links with the local community and the schools. A maximum of 40 children can attend the nursery at any one time, all of whom may be on the Early Years Register. The nursery is open from 9.30am to 3.30pm during school term time and some holidays. Children have access to a small outdoor play area in the front. There are currently 58 children attending who are within the Early Years Foundation stage. The nursery provides funded early education for three-to four-year-olds. It supports children with special educational needs and disabilities. The nursery employs nine members of childcare staff, seven of whom have appropriate early years qualifications. Two members of staff also have an Early Years Degree and one is working towards her Early Years Professional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children make good progress in their learning and development. The setting works closely with parents and carers and in close partnership with the parent committee. Effective relationships with children and families and some professionals have been established to ensure that children's individual needs are sensitively met. Children appear settled and happy and there is a good balance of adult-led and child-led activities. Planning of activities is good and the children's learning is well-supported by a good range of toys and resources available to them particularly in the pre-school room. The setting is regularly evaluated for quality of the provision and staff are well-aware of its strengths and weaknesses and committed to continually improving the provision for the children.

What steps need to be taken to improve provision further?

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

- improve the learning environment and structure of the infants room to support the development of younger children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff are trained and knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. This means that children

are able to move safely and freely around the building and in the outside play area.

The setting has a good range of indoor and outdoor resources.

The environment is well structured to support children's learning. However, the infant's room is less well structured. Children are able to choose what they would like to play with and can also access resources for themselves. This means that children are able to thrive and make good progress in their development. The manager and committee members have self-evaluated the setting in partnership with the staff. This is reviewed regularly and steps taken to promote continuous improvement. The setting is effective in embedding ambition and driving improvement as there is good leadership and good relationships between the staff in the setting evidenced by staff continuity and retention. The setting is also committed to developing staff skills through ongoing training and development. Staff are encouraged to use their learning in the setting and evaluate its effectiveness. For example, the deputy manager conducted action research on mark making and involved other staff members, the children and their parent's in evaluating it and then incorporated the findings in the settings self-evaluation. This means that children are able to make excellent progress in their early writing and drawing skills. The setting has close working relationships with parents and carers. Information on children's starting points their achievements and the curriculum are shared regularly with parents, who are also invited to attend a training session on the Early Years Foundation Stage. A large interactive display encourages parents and children to contribute their ideas on how the planned activities can be improved so that they meet the Early Learning Goals. Activities and children's achievements linked to the Early Learning Goals are also displayed pictorially in the room. This enables parents to share and gain ideas on how to extend the children's learning at home.

There are very effective relationships with other professionals. For example, the setting identified that they were supporting a number of children with a particular additional need. They worked in partnership with the relevant service within the council to gain appropriate knowledge of the condition and strategies of intervention. The setting shares information on children's progress with schools. Children contribute to this process by sharing information on what they can do.

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

Children enjoy being in this setting and are familiar and secure in its routines. Younger children and those new to the setting are able to move freely, safely and confidently around. This is because the staff ensure a safe environment and provide clear boundaries regarding the use of toys and other resources. Children behave in ways that are safe for themselves and others and develop a good understanding of dangers and how to stay safe. For example, children learn about road safety from a visiting puppeteer. They then enjoy talking about what they have learnt with staff while they were having their snack. Children's good health is promoted effectively by the staff. Children learn about

healthy eating through talking with staff or through topic work. Snack time contributions and the lunchboxes are provided by parents. The setting encourages healthy options within the Welcome Pack that parents receive when their child joins the setting and through notices in the nursery. Fresh drinking water is available for the children to access freely. They are able to play out in the fresh air and have regular opportunities to develop their physical skills within the setting and parks. Children enjoy running, playing football and developing their motor skills through playing golf in a large field adjacent to the nursery.

The children make good progress towards the early learning goals because the setting plans activities round their interests and their progress is recorded. Staff know the individual needs of children from the time they start the nursery and record their achievements and next steps in a systematic manner. Children are independent, happy and confident with staff and each other. They are active learners, creative and think critically. For example they enjoy painting a self-portrait by looking at themselves in the mirror and drawing what they see. They learn about the shape of their face, the colour of their eyes and whether their hair is short or long. Their numeracy skills are promoted well by counting the number of children who want to go out to play. Children listen to stories and look at books, turning the pages to find their favourite picture and talking about what they can see. They receive opportunities to try out their early writing and drawing skills through a good selection of resources and the skills of staff. Children enjoy drawing large pictures of spiders with chalk in the outside play area. They enjoy being able to write and draw in whichever area of the room they are in by taking clip boards and boxes with mark making resources with them.

Children are developing skills for the future well with the use of information technology, such as smart boards and computers in the setting. They learn about the wider world and how to behave in public places because they go on regular visits to the community to support their learning. Children are helped to understand differences in the society which they live in by celebrating festivals such as Chinese New Year and through a good selection of resources including toys and books that celebrate difference. There are also opportunities to find out about less advantaged children by taking part in activities for children's charities. Children also learn about buying and selling by making 'reindeer food' and cakes to sell at the local Christmas fair and then attend the fair with their parents to see what they had produced being sold. Children behave well, share, are motivated and responsive to staff. This is because staff offer clear explanations and encourage children to work as part of a group and take turns. Children's sense of belonging and values are developed because they contribute to the rules in the nursery and value their room, by tidying up and showing care for the resources.

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

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