

Little Friends Pre-School Ltd

Inspection report for early years provision

Unique reference number	EY429166
Inspection date	13/12/2011
Inspector	Janice Weller

Setting address	Little Friends Pre-School, Fair Mead, BASILDON, Essex, SS14 2LB
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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*.

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 Friends Pre-School opened in 1970 and re-registered in 2011. The setting operates from two converted demountables and a conservatory area within a local primary school grounds. It is situated within walking distance of schools and shops in Basildon, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 8.45am to 11.45am and 12.30pm to 3pm, Monday to Friday.

There are currently 50 children aged from two to five years on roll. Children aged two, three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs eight members of staff, all of whom, including the manager, hold appropriate early years qualifications. The setting is a member of the Preschool Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is effective in meeting the needs of all children in the Early Years Foundation Stage. Safety and security procedures are thorough in order to successfully protect children. Enthusiastic and well trained staff support children in making good progress towards all of the early learning goals. Action plans are in place to self-evaluate in order to achieve good standards of care and education and to maintain continuous improvement. Self-evaluation systems have been developed, however, are not fully embedded. Good relationships with parents are very carefully fostered in order to ensure that parents are well informed about their child's progress and development on a regular basis.

What steps need to be taken to improve provision further?

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

- develop the physical environment to display numerals in purposeful contexts
- develop further self-evaluation system to ensure that continuous improvements are promoted.

The effectiveness of leadership and management of the early years provision

Good procedures are in place in order to safeguard children. Staff have a good understanding of child protection issues. Children's well-being is enhanced through good organisational systems which ensure that all the required documents are in place. Staff are attentive to the needs of all children and work closely with parents to ensure they are vigilant in meeting children's welfare needs. For example, by ensuring that foods children are allergic to are not present anywhere on the premises. Action plans are in place in order to bring about real improvements and these are regularly monitored and reviewed

Effective deployment of staff ensures that all children have their individual needs met and are supported in making good progress towards the early learning goals. Staff are well trained and are supported in achieving higher levels of qualification, in order to enhance the skills they bring to the setting. Individual children and their families are fully included in the setting, allowing staff to get to know them well in order to support all children in making very good progress in relation to their starting points.

Good use is made of the space and resources available. The organisation of the environment is conducive to learning in all subjects. The indoor space is used flexibly to provide clearly defined areas, however, there is some lack of numbers displayed in context and images of different countries and cultures. The outdoor area has been developed to a good standard, allowing children free access to the garden at all times to experience a range of learning opportunities.

Good working relationships are developed with parents and carers. This helps to ensure that parents receive good quality information about the progress their child is making and the pre-school in general. Parents' views are also sought and their contributions to planning and children's records are valued. Parents speak positively about the setting saying that staff are very approachable and that their children are happy and settled. Excellent links are also established with other professionals. This allows staff to use expert advice in order to support individual children.

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

Staff support learning and development in a range of ways. Interactions with children are of a good standard as staff are confident, supportive and enthusiastic. This allows them to talk purposefully with children to enhance both their learning and enjoyment. Ongoing, sensitive observations and assessments of what children can do allow staff to track their progress towards the early learning goals and thus plan activities for individuals which will help them to make good progress.

Children enjoy learning through a good range of stimulating activities. Good use is

made of the local area, for example, visiting the bakery which develops an understanding of choosing different breads and seeing how a shop works. Children have opportunities to express their imaginations, as they paint, create collage or drum with pots and pans. Sand and water play helps children to learn about the properties of different materials in a practical way.

Children have good opportunities to develop skills for the future. They have free access to a computer to play a range of educational games, as well as to develop confidence with information communication technology. They develop early literacy skills and a love of reading through free access to books. Counting and problem solving skills are part of the daily routine, with children counting how many pieces of brick they have to use to build a tower. Children behave very well and need minimal guidance from staff. They have a clear understanding of the rules which are in place for their safety. Children learn about how to walk safely around the local area and regularly practice road safety routines. Children feel secure with staff and enjoy having a cuddle when they are upset, or laughing together as children and staff dress up in Christmas outfits.

Children become fully involved in the pre-school, as they choose which toys they would like out each day. They participate in a range of charity events, helping them to appreciate the needs of other children. Visits from parents and grandparents, with different accents, cultures or with hearing impairments help children to develop an understanding and acceptance of difference and diversity.

Children develop good levels of independence in using the toilet and most children are able to remember to wash their hands, talking confidently about the reasons for this. Children have frequent opportunities to exercise, accessing dancing and football skill sessions, climbing frames, tricycles and trampolines on the garden. Children are able to help themselves to fresh drinking water through the session, allowing them to manage their own welfare needs. They enjoy a wide range of healthy and nutritious snacks, including fresh fruit or vegetables daily.

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	1
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