

Lechlade Little Learners

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*.

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

Lechlade Little Learners is situated in the town of Lechlade and serves the local community and wider area. It has its own building and enclosed outdoor area within the grounds of St Lawrence Primary School. It was registered in 1993 on the Early Years Register and the voluntary part of the Childcare Register. The setting is registered to care for 24 children from two years to five years old and accepts children from the age of two years and nine months. There are 30 children on roll with 26 receiving childcare vouchers. The setting welcomes children with special educational needs and/or disabilities and those for whom English is an additional language. The group is open during school terms every morning from 9am until 12am, and on Tuesday, Wednesday and Friday a lunch club operates from 12 noon to 1pm. Where need arises due to pressure of numbers, Little Learners offers additional sessions in the afternoons. There is currently a team of four permanent staff and one temporary member of staff. All have gained suitable qualifications and further training in paediatric first aid and child protection. The group is supported by a wide range of professional workers and has close links with many other preschool providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This preschool is outstanding in almost every respect. Children are extremely happy and safe and make rapid progress in their learning. Staff embrace the uniqueness of each child and this is reflected in the totally inclusive environment. The highly organised manager and her staff work well together to ensure children's needs and interests are fully met. The setting has excellent capacity to make further improvements because everyone is constantly striving for improvement so that children receive the best possible opportunities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the already interesting outdoor environment so that it reflects the high quality of the inside to stimulate children's curiosity in reading, mark-making and problem solving.

The effectiveness of leadership and management of the early years provision

Safeguarding and children's welfare are at the centre of the preschool's work. Policies and procedures for children's safety are regularly visited and shared with

parents. Staff are fully aware of their duties and responsibilities for child protection. Robust procedures are followed to ensure that staff are fully qualified and suitable. Risk assessments are exceptionally thorough and children are involved in the process, learning to keep safe. Staff work extremely well together to create a bright, warm and welcoming environment that offers stimulating and enjoyable activities. These really interest children throughout the setting and the time they spend there. The inside is thoughtfully laid out, well organised and resourced with a wealth of toys, natural objects and equipment. It is rich in labels and letters and numbers. However, at the time of the inspection, the outside area was less well equipped with resources of this kind to develop children's reading, writing and problem-solving skills. Staff encourage all children to choose their own activities, thereby promoting learning through children's play. Exciting interactions between the staff and children support their learning and skills development across the early years curriculum. For example, children have great fun during the 'wake and shake' activity time listening, moving and copying the adults. Staff track children's progress very carefully through both planned and incidental observations children work through the wide range of activities. The varied activities fully engage children, sustain their interest and meet their individual needs extremely well. All staff have relevant early years qualifications and deep knowledge of how children develop and learn. Staff are actively encouraged by the management to further their knowledge through continuous training. The manager, staff and committee work really well together to maintain the highest standards and drive improvement. Everyone, including the children, is encouraged to contribute their thoughts, ideas and suggestions to provide realistic evaluation of the preschool so that genuine improvements are made. Parents and carers are regularly consulted and constantly kept in touch with new developments such as the hand-over time at the end of each session. This is a totally inclusive setting where children's and adult's ideas and backgrounds are valued and differences are shared. The nursery has outstanding links with parents and carers. They are shown how to contribute to the record of learning in the 'learning journeys' and they do so effectively. The 'wow' vouchers are prominently displayed and celebrated giving children boosts to their self-esteem. Parents and carers reported that they could see a tremendous difference in what their child could do since coming to the setting. They have many opportunities to review their child's progress. They appreciate the time staff give them, particularly when their child first starts and when they transfer to school. Relationships with other providers are excellent, particularly the feeder primary school, and transition is seamless. The preschool belongs to various network groups and benefits greatly from the guidance given by an extensive number of professionals to support children's learning, development and particular needs.

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

Children are seen as individuals and they make rapid progress in their learning and development in relation to their starting points and subsequent achievements. Their progress is frequently observed, assessed and evaluated, showing the excellent progress they make. For example, when making teddies they give two

words to describe the material they use such as 'yellow and furry,' or 'soft and warm.' They are very happy, secure and supervised well at all times while being able to play independently and safely. Staff know each child and their family exceptionally well. Children have a great sense of belonging and share a warm and caring relationship with each other and staff. As children start at the preschool, relevant and necessary information is obtained from parents and carers and other sources to ensure children's particular needs are appropriately met. Parents and carers spend a long time writing the 'About Me' booklet to support staff in getting to know the children quickly. Children are eager and confident to share news with each other and the staff. Everyday routines, such as snack and story times, are used most effectively to consolidate and extend children's understanding of shape, number, making healthy choices and the world around them. Children know how to react in the case of an emergency. For example, they recalled what they had learnt in their fire drill and one was observed locking the office door when she found it open! They have access to a drink throughout the session and know how important it is to drink frequently and why they have to wash hands and clean the tables. During snack times children learn to converse, listen, count, relax and enjoy each other's company and know that they can make independent choices from a range of foods. The planned daily programme arises from the staff's astute observations of children's progress. This is highly effective and backed up with many types of evidence. Children make excellent progress, including those with special educational needs and/or disabilities and those for who English is an additional language. Support for these children is second to none and they flourish. Children's progress is a result of the high quality of adult input, the effective verbal communication between staff and the high expectations of the manager. Children thoroughly enjoy the adult-led activities and they also have time to explore for themselves. They love going outside and exploring, running climbing and playing sensibly with each other. They share equipment and ask politely for tools and decorating materials. Children rise to the praise given to them. All children enjoy stories, including boys who carefully look at the pictures in the books and try to guess what is happening. All of this results in children becoming active learners and rapidly gaining appropriate future skills. They are very well prepared to go on to their next phase of education. Their behaviour is exemplary, they have excellent attitudes to learning and love the excitement of finding out about the world around them. They have a great start to their journey in learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

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

Met