

# Little Leaders Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY433050
<b>Inspection date</b>	01/02/2012
<b>Inspector</b>	Moira Oliver

<b>Setting address</b>	Oak Hall, Woodville Road, IPSWICH, IP4 1PD
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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*.

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 Leaders Childcare was registered in 2011 and is privately owned and managed. It operates from a refurbished hall in the east of Ipswich, Suffolk. Children have access to an enclosed outdoor play area.

The setting opens Monday to Friday during school term times. Sessions are from 8.30am until 11.30am and from 12.30pm until 3.30pm. The setting also offers a lunch club and children are able to attend for a variety of sessions, as well as all day. A maximum of 25 children may attend the pre-school at any one time. There are currently 27 children attending, all of whom are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school provides funded early education for children aged two to four years old. They support children who speak English as an additional language.

The pre-school employs five members of childcare staff, including the manager. All staff hold appropriate early years qualifications at level 2 or above. The manager and another member of staff are currently working towards higher qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun in the bright and stimulating environment and most make sound progress in their learning and development. Children's welfare is promoted and their safety is prioritised. Trusting relationships are built with parents and they have some opportunities to be involved in their child's development in the setting. The new staff team are passionate about their roles and work hard to build this new pre-school. They are beginning to reflect on their practice, making improvements and developments as they strive for quality.

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

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

- strengthen the children's awareness of differences in ethnicity, language, religion, culture, special educational needs and disabilities by providing more positive images and sharing and celebrating a wider range of practices and special events
- improve support for children learning English as an additional language, for example, by using reflective practice examples in the Department of Schools and Families guidance 'Supporting children learning English as an additional language'
- develop partnership working to provide further opportunities for parents to share in their children's learning and consider ways of liaising with other

providers and schools to ensure progression and aid transition.

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

Children are safeguarded from abuse and neglect because staff have a robust understanding of their roles and responsibilities in protecting children. They have attended training in safeguarding and a refresher course is organised for all staff to ensure their knowledge continues to be up-to-date. Clear policies and procedures support their practice and are available to parents. Effective systems are in place to ensure that all staff follow a clear induction procedure and all checks are completed to ensure their suitability to work with children. Thorough risk assessments take place and the premises are checked daily, ensuring that hazards are minimised. The staff prioritise security ensuring that children cannot leave the setting unsupervised and unauthorised adults cannot gain access. The door is closely monitored by staff and the outdoor play area is enclosed and secure. Registers are kept, visitors recorded and children's emergency contact numbers are always accessible.

The manager and staff are dedicated to their roles and work as a close, supportive team. Moral is high amongst the team as they feel their professional development is well supported and they are given ongoing opportunities to contribute their ideas. They work hard to build this new provision and have begun to reflect on their practice with the support of staff from the local authority. For example, they make and work on clear action plans to improve the quality of the setting further.

The staff value the important role that parents play in their child's progress and development and are beginning to form close relationships. There are already some strategies in place to encourage parents to become involved in their child's developmental records. For example, as they share the learning journeys at the Christmas party. Staff are planning more opportunities for parents to be involved. Parents are extremely happy with the care and education their children receive. They speak very highly of the staff, the relaxed, friendly atmosphere and state that their children love attending. They feel well informed and staff share information with them daily, forming relationships as they get to know the children and families better. The staff are beginning to make links with other provisions that the children attend and have plans to contact the local schools to aid transition for the older children.

The pre-school promotes equality and diversity and are an inclusive setting. They work hard to find out the children's interests and make sure that they are included. For example, they bring the sand indoors when the outdoor area was temporarily difficult for a child to access. Staff have many good ideas and have some resources that reflect positive images, such as, books, dolls and puzzles. However, they are not yet making the most of opportunities in the community that encourage the children to embrace and celebrate differences. The setting has effective settling-in procedures, ensuring that parents can attend many visits with their child, helping them to feel secure and settle well. Staff are attentive and learn some familiar words for children, who are learning English as an additional language to help with

their understanding. However, sufficient support for these children has not been thoroughly considered, in order for them to make good progress.

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

Children play in a welcoming, inviting and stimulating indoor and outdoor environment, which is separated into clearly defined learning areas. Most of the children are very happy and settle well. New children are comforted and reassured by genuine and caring staff, who get to know them well and build close relationships. Children are developing close friendships with their peers and involve others in their play. They independently select toys and equipment from low-level storage units as they actively explore their environment.

Some children are making good progress as they use a range of pens, pencils and paint to make marks on paper and boards and older, more able children, make good attempts at writing their names on their pictures. They enjoy books and stories as they share them with others and staff read to them. The children offer comments about the stories and enjoy the characters. They talk about what they are doing and staff encourage their language skills by introducing new words and phrases. Snack and meal times are sociable experiences where children talk to each other and the staff about their lives at home and their pets. Children use numbers in their play and use mathematical language as they talk about positioning the beads on a wire. They learn to sort objects into colours and find the right boxes to put the toys away in.

They use the computer with increasing skill as they change the programs and select eyes, noses and mouths to make funny faced characters with the mouse. They enjoy construction and building with a range of resources and staff help them put together more complicated toys. They use their imaginations in role play as they make meals, cups of tea and dress the dolls. They enjoy using the work bench and tools, turning screws around and measuring with the set square. Children are creative and use paint in a variety of ways. They make patterns, mix the colours and make the environment their own by decorating the curtains with hand prints and paint splashes. They enjoy music as they join in with singing and playing a range of percussion instruments. They enjoy the outdoors as they climb and balance on the small climbing frame. They jump over bars, into hoops and run in and out of the cones. Children carry a blanket onto the grass to sit on and dig and make castles in the sand.

Children's health and well-being is promoted through healthy snacks and daily fresh air and exercise. They enjoy a variety of fresh fruit for snack and talk about foods that are good for them at lunch time. Staff find out about allergies and food preferences to ensure children's dietary needs are met. They access drinks throughout the session from their own cups or those provided by the pre-school and milk is offered at snack time. Children are beginning to understand the reasons for hand washing routines and older children independently manage personal hygiene, such as toileting and blowing their noses. Younger children are able to sleep after lunch if needed and there is clean bedding for each child.

Accidents are recorded and children, who are ill are cared for appropriately and parents contacted.

Children keep themselves safe as they learn to use the equipment safely, for example, one at a time on the slide and on being careful when balancing on the edge of the ball pool. They are supported to share the resources, to take turns and staff use distraction to prevent confrontations. Staff use praise effectively to remind children of the progress they have made to encourage them further. For example, they are delighted when children write two of the letters in their name when last time they only managed one. The staff are calm and consistent in their approach. They value and respect the children as individuals, providing positive role models for them to follow.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3
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