

Little Chums Pre-School

Inspection report for early years provision

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Inspector Coral Hales

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Little Chums Pre-School registered in 2011 and operates from rooms within Lingfield and Dormansland Community Centre in Surrey. The pre-school is registered on the Early Years Register. Children have access to two rooms and there is a fully enclosed garden available for outdoor play. The pre-school is registered to care for 32 children in the early years age group in the large room and 16 children in the smaller room. There are currently 21 children on roll and the pre-school receives early years funding for two, three and four-year-olds. Staff support children with special educational needs and/or disabilities and those for whom English is an additional language. The pre-school runs on a Monday and Friday from 9am to 3pm and a Wednesday from 9am to 12 noon, during term time. Four members of staff are employed to work with the children throughout the week. All have appropriate early years National Vocational Qualifications at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This newly opened pre-school provides children with excellent opportunities to make significant progress in their learning. Staff safeguard children extremely well and children are motivated to learn as they are welcomed into this highly inclusive environment. Partnerships with parents and others involved in children's learning are good, overall. Management and staff show a strong commitment to the children in their care and have already developed their practice since registration. This shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen ways of finding out how children play at home to further promote their learning.

The effectiveness of leadership and management of the early years provision

The pre-school's arrangements for safeguarding children are robust and known to all staff. The manager has attended additional training to ensure the correct procedures are followed in the event of a concern about a child. Staff implement highly effective safety measures to help safeguard children from harm. Full written risk assessments are completed as required with outings considered and planned for. Staff supervise children closely at all times, both inside and when out in the

garden.

Adults promote equality and diversity extremely well. They are very effective in ensuring all children are well integrated and are highly successful in taking steps to close identified gaps in children's achievements. All children including those with special educational needs and/or disabilities and those for whom English is an additional language are well supported by the caring staff. Consequently, the outcomes for children and their experiences are highly positive.

Staff promote effective working relationships with parents who are involved in the children's learning well overall. Staff do not always find out how children play at home to further promote their play and exploration. However, they develop positive relationships with each family right from the start and build on children's starting points. They engage in regular exchanges of information with parents on a daily basis. Staff maintain good communication with other providers supporting individual children on a regular basis. As a result, information about children's care and learning is regularly shared. The manager and her team demonstrate a positive attitude to achieve the very best for the children. Self-evaluation involves all staff and reflects the consistent monitoring that identifies areas for development. The pre-school is fairly new, although the staff team has made a good start in driving improvement to promote excellent outcomes for children.

Staff are extremely well deployed at all times and work very well together as a team. They are highly motivated, enthusiastic and caring and significantly enhance children's interest in learning. They really enjoy the interaction and very effectively support and extend learning at all times. An exceptionally broad and varied range of quality resources are attractively displayed and offer challenge and stimulation for the children. All areas of the premises are well organised and children have the freedom to move freely into the garden to continue their learning if they wish.

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

Children flourish in this exciting, stimulating and fun environment and make excellent progress towards the early learning goals. They are eager to attend and share their ideas with staff. Children respond to challenges with interest and enthusiasm and show high levels of independence, curiosity, imagination and concentration. As a result, they develop excellent skills for their future learning. Staff know the children really well and complete regular observations on the children from their starting points, which are then transferred to assessment records. These are effectively shared with parents. Children are relaxed, confident and communicate well as they clearly enjoy their time at the pre-school. Staff observe the children's play and introduce new concepts and ideas when they can see it will enhance and extend learning. Children can choose what they want to play with and make their own decisions about whether to stay indoors or go outside in the garden. For example, some are very keen to go out and use the bicycles and cars and ride around happily. One child briefly leaves a favourite car while they consider whether to take part in a painting activity.

Children thoroughly enjoy stories because staff are motivational in nurturing children's interest in early reading. Adults bring stories to life and children sit focused, enthralled and engaged throughout. Children's speech and vocabulary skills are extremely well supported and they are able to communicate their thoughts and ideas with confidence. Children who may be less confident are skilfully supported and the praise given really encourages them with their development. Children develop many skills through extremely well planned activities. For example, they play 'roll a ball' in the playroom with their friends and a member of staff. They are encouraged to take turns and the member of staff introduces lots of new vocabulary which they then use correctly. For example she asks, 'do you want me to bounce the ball or roll it'. The child replies 'can you bounce it please'. They become very animated and excited and this encourages others to join in the game.

Children develop an excellent awareness of healthy lifestyles. For example, they are provided with real fruit in the role-play area and develop independence as they choose fruit or butter a piece of fruit bun for snack. Drinks are available at all times. Children develop extremely good self help skills through daily routines. They are heard to make comments such as 'you can't see germs but they can make you poorly'. As a result, they develop an excellent awareness of the importance of good hygiene.

Children's behaviour is well managed and clear boundaries are set. As a result, children consistently respond positively and learn to share and take turns. Their learning is further enhanced through the use of games and shared activities. Children respond extremely well to praise, which is used very effectively and helps them to gain high levels of self-esteem. They feel highly secure in the setting and know where to go to seek comfort and reassurance. Children learn many skills that help to keep them safe through gentle reminders and guidance from staff. For example, they are reminded how to use the climbing frame safely and consequently learn to avoid accidental injuries to themselves or others. They take part in fire evacuations to ensure they are aware of what to do in an emergency.

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	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	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	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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