

# Little People's Pre-School

Inspection report for early years provision

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**Unique reference number** EY436860  
**Inspection date** 28/03/2012  
**Inspector** Michele Beasley

**Setting address** Century Court, 410 Lower Road, Effingham,  
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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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## **Description of the setting**

Little People's Pre-School registered in new premises in 2011. It is privately owned and operates from Century Court in Effingham, Surrey. Children have access to two large playrooms and a further smaller room. There are fully enclosed grassed and hard play areas for outdoor play.

The pre-school is registered on the Early Years Register for a total of 40 children, all of whom may be in the early years age range with none under the age of two years. There are currently 32 children on roll. Children aged three and four years are funded for free early education. Children attend for a variety of sessions. The pre-school supports several children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open each weekday during term time from 9am to 3pm and children can stay for lunch. There are 10 staff employed; of whom eight have a relevant childcare qualification. The pre-school has support from external early years professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The children are very happy and highly secure, making excellent progress in their learning and development. Partnerships with parents are excellent and parents credit the pre-school's clear vision and continuous improvement to the drive of the highly motivated manager and staff team. Staff maintain consistently high standards of practice and fully embrace the ethos of the Early Years Foundation Stage framework. The pre-school staff are currently evaluating the outdoor area to define areas of learning to further enhance the overall learning opportunities for the children. They implement a broad range of policies successfully and share these with parents proactively. The pre-school demonstrates an inspiring capacity to improve and implements highly effective systems to evaluate, assess and fully enhance all children's progress in their welfare, learning and development.

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

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

- encouraging the children to help plan the layout of the outside learning environment and contribute to keeping it tidy

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

The pre-school has developed excellent and effective procedures for safeguarding children's welfare. The designated person with responsibility for child protection takes her role seriously. Procedures are routinely shared with parents to ensure they have a very clear understanding of the pre-school's priorities for safeguarding children. The manager and staff are highly committed to providing a safe environment for children and have devised secure risk assessments for the building, outdoor space and for individual outings. Consequently, children's safety is very well supported. The environment is highly effectively resourced to fully promote children's learning and development and all equipment and resources are rotated to provide challenge and maintain children's interest.

A key strength is the way that staff support and engage with the children and their families. Not only do they support and help those families with specific needs, they make outstanding links with other partners and services in the community. Parents are overwhelmingly positive about the pre-school. They particularly enthuse about the highly effective staff team. The manager and all staff are not complacent about their provision; they continuously strive to support all children and their families.

The manager and her staff constantly review what is provided, and vary and adapt what they do in order to meet changing needs. They demonstrate an outstanding commitment to supporting and extending children's development. The close and successful links created between the early years development officer, local early years providers and the manager and staff, extensively support and enhance the work of the pre-school. The pre-school aims to meet the needs of families in the community; this is extremely well coordinated from within the pre-school and in partnership with the local authority. Staff are highly committed to continuous improvement and make excellent use of self-evaluation to help enrich outcomes for children. Staff regularly update their childcare knowledge through training. Secure partnerships have developed with parents. They receive regular opportunities to provide feedback.

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

Children benefit from warm, friendly, and highly secure relationships with staff. Their individual needs are thoroughly understood and met extremely well. Their confidence and sense of belonging is strong because staff show genuine interest in their home lives and talk about special events children have enjoyed with their families. Children's progress in their learning is observed and assessed by staff who have a thorough knowledge of the Early Years Foundation Stage framework. Children enjoy a secure balance of adult-initiated and child-led activities, which

help them make exceptional progress towards the early learning goals in relation to their starting points. Staff use children's 'special' books to record achievements and identify next steps in learning for each child. These records effectively inform weekly planning and successfully support children's individual learning styles. Parents are encouraged to provide useful information about their children's interests at home. This is included in the child's special book to help parents become fully involved in their child's learning. Children are developing essential social skills through their positive interactions with other children and staff. They are extremely well behaved, showing care and concern for others and understand why this is important.

Children thoroughly enjoy opportunities to practise early writing skills and paint freely. They look inquisitively at storybooks and happily use digital cameras and credit card reader machines as part of their role play. Children place coloured transparent shapes and numbers on to a light box to illuminate them. Globes are used with interactive pen pointers so children can find out information about different countries and listen to information about them. Children choose freely from an interesting selection of toys, materials and equipment to support their learning through play. Shelving and storage boxes, labelled clearly with photographs and printed words, help children make independent choices and support their emerging reading skills. Children recognise their own names and those of friends as they point to pictures of themselves and others on the self-register board. Children enjoy making chocolate Easter nests and observe cooking chocolate melting in a pan on the stove. They delight in finding eggs on an Easter egg hunt in the garden. Visits from the fire brigade and posting Christmas cards in a local post box help children learn about their community. Photographs show children expanding their understanding of the wider world as they make a Chinese Dragon for Chinese New Year. They also enjoy going on forest walks and visiting local attractions. Children use their emerging number skills in everyday activities. For example, they use large hollow building blocks to construct a low-level obstacle course. Children talk about the position of the blocks and where to move them next. Children learn about their own safety through fun, practical activities. They learn the safety rules of using equipment, such as a climbing frame and slide. The pre-school is currently evaluating the outdoor area to define areas of learning to further enhance opportunities for the children; though they have yet to encourage the children to help plan the layout and contribute to keeping it tidy. Children understand how to leave the premises quickly and safely through regularly practising the fire drill.

Children's understanding of a healthy lifestyle is developing in many positive ways. They fully understand good hygiene routines and regularly wash their hands. Children help themselves to drinking water and a range of healthy snacks. Snack-time is available throughout the session so children can eat when they need to and enjoy uninterrupted play as a result. Strawberry picking and harvesting vegetables and herbs provide excellent opportunities for children to learn about healthy eating in a meaningful way. The promotion of healthy lifestyles and the support given to the emotional well-being of children and their families is central to this pre-school's very high-quality aims.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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