

Little Fidgets Pre-School & Playgroup

The Memorial Hall, Farrington Gurney, Bristol, BS39 6TY

Inspection date	28/09/2012
Previous inspection date	27/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There are interesting posters displayed around the provision which encourage discussion.
- Children have plenty of opportunity to enjoy music. There is a wide variety of equipment that makes sound and noise.
- Warm and supportive relationships are formed at the provision.
- Children behave well and are aware of behavioural expectations.

It is not yet outstanding because

- Although the environment is rich in text, there are fewer examples of numbers and shapes displayed to further motivate children's interest in early mathematics.
- Children have opportunities to create paintings and design, but a current lack of resources means there are fewer opportunities to mix colours and make models.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall, toilet facilities and on a paved outside area. The inspector completed a joint observation with the manager in the main hall.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.
- The manager held meetings with the Nominated Person, the deputy manager of the provision and one other practitioner.

Inspector

Sandra Croker

Full Report

Information about the setting

Little Fidgets Pre-School and Playgroup registered in 1979 and is managed by a committee. It operates from the Memorial Hall in the village of Farrington Gurney, near

Midsomer Norton. Children have use of a main hall and toilet facilities. Children have access to a paved outdoor play area. Little Fidgets Pre-School and Playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children aged from three years to four years on roll. The pre-school and playgroup receives funding for free early education for two-, three- and four-year-olds. Children attend for a variety of sessions. Little Fidgets Pre-School and Playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Little Fidgets Pre-School and Playgroup is open during term time on Tuesdays, Wednesdays and Fridays from 9am to 12 noon and on Monday is open until 3pm. There is a lunch club from 12 noon to 1.30pm on these days. There are five staff employed to work with the children; of these, three have early years qualifications at level 2 and two have early years qualifications at level 3. Little Fidgets Pre-School and Playgroup receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the display of numerals and shapes in purposeful contexts
- further develop resources for mixing colours, joining things together and for combining materials.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive enthusiastically to play eagerly in a warm caring environment. They form good relationships as they collaborate well chatting to each other. Staff have a secure understanding of how to support learning that match children's individual needs as all children want to participate. Parents have plenty of opportunity to talk to a key member of staff assigned to their child. This well-developed key person system effectively enables parents to share information about their children's learning and development.

Staff help children form strong friendships by joining in their imaginary role-play. Children explore the till as it buzzes and beeps when they push the right buttons. Staff participate by 'telephoning' to find out what the shop is selling. Exciting musical resources motivate the children to explore how sounds change. Children play well collaboratively with the instruments. They excitedly strum on a toy electric guitar, beat a drum and play an electric key board. Staff focus children's play well as they add interesting sound patterns with a xylophone. There is a good selection of toys and resources to interest the children.

However, there is currently a shortage of paint and resources which enable children to mix colours, join things together and combine materials.

Children have many opportunities to remember and share special times. For example, children pretend to go on holiday and they talk about family members who live in France and Spain. Children talk excitedly about aeroplane journeys and recent family holidays. Staff engage well with the children at snack time. Music plays in the background and staff effectively model good listening. Children think the sound they hear from a violin is from a guitar. Staff thoughtfully explain that the violin is like a little guitar and show how it is held under the chin. They skilfully question children during activities in order to help them to explore ideas and make links. They follow children's lead in conversation, and think about things together.

There are engaging posters at children's eye level where children learn about words. Children show a strong interest in the print around them as they join in with rhymes on display. There are posters to encourage the children to talk about eating healthily, and why it is important to rest. However, there are limited displays of numerals and shapes in purposeful contexts that encourage similar exploration. Children use number labels at small group times to show how many children are attending each day. Staff thoughtfully encourage children to count the buttons on the role play telephones and till. They encourage children to recognise written numbers as they play. Staff effectively plan to engage children in activities that explore shapes using puzzles and construction kits. Children are consistently acquiring the skills needed for the next steps in their learning, including preparation for school. Staff complete regular and precise assessments of children's progress to ensure activities provide interesting and challenging experiences that meet all children's needs.

Outside children play energetically together through active games where staff encourage them to move freely. They have ample opportunity to learn to move confidently over balancing and climbing equipment when they go to the park near-by.

The contribution of the early years provision to the well-being of children

Staff establish consistent routines and children are encouraged to manage their own personal needs. Children confidently share concerns with staff. For example, children tell staff that their nose is running and independently go to find a tissue to blow it. They wait patiently in a line to go and wash their hands before meal-times. Children are competent at managing their personal needs relative to their ages. They are well prepared for their future learning experiences. A well-established key person system ensures that every child's learning and care is tailored to meet their individual needs. For example, staff plan activities that require sharing for children who find it difficult to take turns. Children's behaviour shows that they feel safe in the setting. Inclusive practice helps to ensure that all children feel welcome and valued.

Staff are good role models enthusiastically helping children to engage well in role-play with small world equipment. Children excitedly look closely at a small baking tray full of

pretend buns and search for an opening to the toy cooker. Children have strong relationships with staff and confidently ask questions as they play. Children predict what might happen next as they push a button on a toy. Staff help them to explain how they knew that it would shut the till. The environment is stimulating, both in and outdoors, providing a wide range of experiences that develop children's growing independence.

Practitioners give a high priority to children's safety. They help children to develop an understanding of the importance of physical exercise as they ride wheeled toys. Children are gaining a good understanding of risk as they balance and climb in the nearby park. The area enables children to try new activities and to judge risks for themselves and learn about their own safety.

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

The provider has a good understanding of her responsibility to comply with the safeguarding and welfare requirements to keep children safe. Staff fully understand their safeguarding duties, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments reduce or eliminate risks to children and a designated health and safety officer ensures these are regularly reviewed.

The committee implement robust systems to check that staff are suitably qualified and properly vetted. Staff receive regular appraisals to help effectively identify their training needs to enable continuous professional development. For example, staff recently attended a course to learn about undertaking the required progress check at age two.

Continuous review of the quality of the provision, takes place through consultation with children and parents. Self-evaluation involves the staff team and identifies the strengths and weaknesses well. Leadership and management are confident about what the pre-school and playgroup needs to do to improve further. They have been successful in making and sustaining improvements. Staff are well organised and have a clear understanding of their roles and responsibilities. An in-depth range of policies and procedures guide staff practice and are implemented effectively to promote children's health and ensure their welfare. Regular practices of evacuation procedures ensure that children understand what to do in an emergency.

Parents positively comment about the way they are informed and included in their children's learning and care. Effective partnerships with parents and external agencies help to secure appropriate interventions for children to receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	133040
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Local authority	Bath & NE Somerset
Inspection number	813790
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	6
Name of provider	Little Fidgets Pre-School & Playgroup
Date of previous inspection	27/01/2010
Telephone number	01761 452719

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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