

The Little Voices Pre School Playgroup

Pembroke Road, Ruislip, Middlesex, HA4 8NN

Inspection date	24/09/2012
Previous inspection date	01/03/2009

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

- The key person system is effective in engaging parents and supporting children's individuality, so that children are happy and confident in the nurturing environment.
- Staff support children's language development well through using questions to extend their learning. This is a particularly beneficial for children who speak English as an additional language.
- The indoor environment provides a wide range of interesting and challenging activities for children.
- Management and staff engage in regular training that motivates them to continually improve their practice.

It is not yet outstanding because

- Children who learn best through outdoor play and exploring natural environments are not being given enough opportunities to do this
- Resources that teach children about the world around them, especially those linked to information and communication technology are not readily available

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.

Inspection activities

- The inspector reviewed the setting's self-evaluation form.
- The inspector sampled some of the children's records relating to planning and assessment.
- The inspector sampled some of the children and staff's records.
- The inspector sampled some policies and procedures.
- The inspector spoke to some parents to seek their views.

Inspector

Emma Power

Full Report

Information about the setting

Little Voices Pre-School registered in 1994. It operates from the church hall of the Sacred Heart Church in Ruislip in the London borough of Hillingdon. Access to the premises is via steps or a ramp. There is no access to outdoor play, although children go for walks and outings to the park. The pre-school is open from 9.30am to 12 noon, Monday, Tuesday, Wednesday and Friday, term time only. There are currently 30 children on roll aged between two and three years. Children can attend for a variety of sessions and the pre-school supports children who learn English as an additional language. The setting employs six staff. The manager and three other members of staff are appropriately qualified. The

pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop the educational programme that supports children's understanding of the world by providing safe equipment for children to play with and explore, such as torches, transistor radios or karaoke machines and making use of outdoor areas to give opportunities for investigation of the natural world

Inspection judgements

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

Children attending the setting make good progress because staff are knowledgeable in the ways in which children learn and develop. Staff provide children with a wide range of experiences and activities that encourage children to explore whilst they are playing. Children are delighted when a staff member joins in with their pretend picnic. Children enjoy naming the items of food and staff skilfully extend their learning by asking interesting questions.

Children move around the setting confidently choosing their play activities as they go. They enjoy challenging themselves as they climb up slides, balancing carefully on the steps as they do so. Children get involved in craft activities developing skills in art and design. They make handprints and paint pictures; staff support them well as they experiment. Children have some opportunities to take part in outings to explore their local environment. However, these are not always planned to make sure they offer children regular opportunities to explore the natural world and experience all areas of learning outside.

Thoughtful planning and careful assessment of children's individual needs means that the setting provides an inclusive environment. The staff are kind and caring and they support all children's progress well. Children who learn English as an additional language make good progress because of this.

Staff support children's language development particularly well. Staff consistently play with the children at their level. Staff use language that is easy to understand and question children to encourage their critical thinking. Staff read stories and sing songs, which children join in with enthusiastically.

Staff inform parents of their child's progress regularly through implementing a successful key person system. Parents speak highly of the setting commenting on the good progress

their children make. Staff involve parents in their children's learning by getting to know the family well and inviting parents in to the setting. This further supports staff in recognising children's individuality.

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

Children form good relationships with staff through a strong key person system. The intake of new children into the setting is staggered to allow time for the key person to get to know the child and their family well. This system works well and children settle quickly into the setting, growing in confidence and independence.

The environment is welcoming and staff greet children warmly as they arrive with their parents. Children enter the setting enthusiastically and quickly engage in the activities on offer. Resources are widely available, supporting children's all round development and different individual needs. However, the range of resources for children to explore and learn about information technology is not yet fully developed.

The setting is well organised and staff supervise children well to provide a safe environment. Staff have a high regard for children's safety. They implement policies and procedures relating to safeguarding children well. A high ratio of staff to children means that children can explore the setting safely, enjoying a variety of play activities that are challenging and promote their physical well-being.

Children behave well and staff support good behaviour by praising children and providing clear guidance. Children are confident and secure in their surroundings. They play together, share toys and show empathy when another child is upset. Children enjoy being part of a group as they participate in a 'circle time'. They curl up small pretending to be beans then gradually 'grow' into plants. Children tell staff about their own gardening experiences and staff actively encourage their contributions.

Children are developing a good understanding of being healthy. They enjoy discussing with staff what food in their picnic is healthy and laugh together at how cheese makes your bones strong. Staff provide a healthy snack, which children enjoy. Children follow hygiene routines both independently and with the support of staff.

Children generally attend the setting between the ages of two and three, moving on to nursery at the age of three. Staff prepare children well to move on to nursery. They encourage them to be independent and support the acquisition of skills for future learning through well planned activities.

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

Management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There are

robust procedures in place to employ only suitable people to work in the setting. Management and staff regularly review policies and procedures so they remain effective, such as assessing risk and safeguarding children.

A good induction programme is in place to support new members of staff and staff feel well supported. All staff receive an annual appraisal, which provides the opportunity for them to discuss their current performance and training needs. Management monitor staff performance and are supportive to all staff training needs. A system of professional development is in place and three members of staff have recently completed level 3 childcare training.

The manager works in the setting as part of the team and has a good overview of how the setting meets the learning and development requirements of the Early Years Foundation Stage. Management play an active role in the monitoring of planning and assessing children's progress to ensure consistency. The staff and management team meet weekly to plan activities to meet children's individual needs. In this meeting, evaluation of previous activities also takes place. This monitors how activities and experiences are helping children to progress.

Children who require extra support are quickly identified and the setting uses other agencies for support with parental consent. There is a strong partnership between the setting and the local authority. The local authority provide the setting with regular support, advice and other specialist advisory services.

There are good systems in place to monitor the setting. Parents' views are sought regularly through questionnaires and parents feel confident in approaching staff to share information.

Recommendations relating to training from the previous inspection have been met effectively to improve overall outcomes for children. Management have strong plans for future improvements because of effective self-evaluation and are aware of areas of weakness that need to be addressed.

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	139104
Local authority	Hillingdon
Inspection number	813946
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	30
Name of provider	The Little Voices Pre-School Playgroup
Date of previous inspection	01/03/2009
Telephone number	01895 632560

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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
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M1 2WD

T: 0300 123 4234
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