

Little Learners

The Cricket Pavillion, Roothing Lane, Buckhurst Hill, Essex, IG9 6BJ

Inspection date

Previous inspection date

12/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision is satisfactory

- The staff team are sensitive, supportive and skilful when interacting with children.
- Good settling-in procedures ensure all children settle well, making the transition from home to pre-school smooth. Children have formed good relationships with their key person as a result.
- The manager and staff team work well together and are friendly and approachable. They are motivated and enthusiastic to bring about many changes that will have a positive impact on the children.

It is not yet good because

- Whilst opportunities for children are available to explore and experiment with shape, number and text in the indoor environment, opportunities are limited within the outdoor environment.
- As a new setting, the systems for self-evaluation are in the early stages of development. The staff team are only just beginning to reflect on their practices to evaluate what they do well and identify what could be done better. Children and parents are yet to be more regularly involved in this process.
- Whilst the manager and staff have a sound understanding of safeguarding children and have completed a basic online training course, the lead practitioner has not recently attended a course to ensure the setting is up-to-date with current practices.

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 within the main playroom and in the outdoor learning environment. This included a joint observation with the manager of the pre-school.
- The inspector held discussions with the manager and the owner and staff team.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector viewed evidence of suitability and qualifications of the staff team working at Little Learners Pre-School, risk assessment and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents/carers spoken to on the day of the inspection.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Little Learners Pre-School is privately owned. It opened in 2012 and operates from within the Cricket Pavilion in Buckhurst Hill, Essex. There is an outdoor play space available. Children attend for a variety of sessions and come from the local community and surrounding areas. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 35 children aged from two years to five years on roll. The pre-school opens five mornings a week, during term-time, operating from 9.15am until 12.15pm. Children are able to attend a lunch club that ends at 1pm. The pre-school employs five staff, all of whom, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure educational programmes for understanding the world involve activities and experiences for children to carry out investigations of the natural world in the outdoor environment
- ensure that the lead practitioner attends a child protection training course.

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

- improve the self-evaluation process to take into account the views of all staff, children and their parents, demonstrating that it is a result of careful monitoring, analysis and self-challenge
- provide opportunities for children to explore with numbers, shapes and text in the outdoor environment, for example, write number labels for children to use, by putting a number label on each bicycle and a corresponding number on each parking space.

Inspection judgements

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

The educational programme provided enables children to access a suitable range of activities and learning experiences, within the indoor environment. This is because the staff team have a sound knowledge of how children learn and develop and are motivated to ensure all children are sufficiently challenged and progress well. Children's starting points are discussed with parents and supported within the planning of activities. Regular observations and assessments are completed that inform future planning. Staff work closely with parents sharing any concerns and support is secured from appropriate external agencies to assist in closing any gaps in readiness for school.

Children are keen and interested to learn. They happily engage in activities provided but are also skilfully supported when initiating their own play and learning. As a result of a key person system that effectively engages parents to contribute to initial assessments on entry, and a staggered entry system, staff are fully informed with regard to each child's individual needs. The successful transition from home to pre-school is because the key person is able to spend time ensuring the child is happy, secure and settled.

All children are generally working comfortably within the expected development for their age. Their personal, social and emotional skills are fostered well. Young children are encouraged to think about how they feel and draw happy or sad faces to express their emotions. Sharing is discussed, as some young children find this difficult. Children are encouraged to think about how they like to be treated and how it feels if someone is unkind. As a result, children's behaviour is good and the staff are good role models who speak respectfully to the children and at their level of understanding.

Children have great fun making dough, cakes and bread for their bakers shop. They know it needs cooking and use the play ovens. This in turn encourages them to think about staying safe. For example, discussing the dangers of a real oven. Children are careful when they use scissors and are able to self-select such equipment when they choose. Children show sustained levels of concentration when cutting paper shapes.

Children are helped to understand the world around them through the provision of books, music, photographs and posters. In addition, practical experiences and role play opportunities encourage children to think about a wider world. However, opportunities for children to explore and discover in the outdoor environment is more limited. They have fun looking for leaves in the field for autumn collages but are not able to dig for bugs or look closely at nature, and the weather as the provision of magnifiers, binoculars and outdoor equipment is lacking. For example, the provision of wind chimes, bubbles and windmills would encourage conversation around wind.

Numbers, letters and shapes are widely used within the activities provided indoors, such as children's favourite songs. Text is displayed throughout the setting indoors but this is not yet extended into the outdoor environment, limiting opportunities for those children who learn best outdoors.

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

The new owner and her team of staff are a very caring and experienced group of practitioners. A well-established key person system now in place has helped the children form secure attachments. The children attending are very young and have only been in pre-school for a short while. However they are happy, secure and independent. Younger children receive good attention and are nurtured because they have regular cuddles. They are reassured when asking about home time and are quickly distracted into an activity. They benefit from the routine of the morning and feel secure as they know where their belongings are stored. For example, a child looking for his blanket comforter is supported by a caring staff member.

The children's behaviour is good as staff model expected behaviours, and activities to discuss feelings and being kind reinforce their understanding. Lots of praise is offered to children for their efforts. Children receive gentle reminders not to run indoors and of the importance of keeping themselves and others safe. When children become upset or frustrated they are cuddled and offered 'thinking time'. Staff are aware of the importance of designated cosy, quiet areas for children and have developed these within the main playroom. The playroom is stimulating, cosy and welcoming to children and good quality resources are available. Visual prompts enable children to choose resources that are not easily accessible due to storage restrictions.

Children are able to exercise and play safely outdoors in the fresh air as they use the outdoor play area daily. They are developing a good awareness of healthy lifestyles as they eat healthy and nutritious snacks. They take pride in helping to set up the snack bar and are encouraged to serve themselves, offering choice and decision making.

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

The manager has a secure knowledge of how children learn and the areas of learning. A new system is now in place to monitor the curriculum and the educational programme provided, to ensure children progress well to the early learning goals. This group have been operating for just a short while, therefore some systems are not yet fully embedded into practice. However, a good start has been made to ensure children's individual learning needs are quickly identified. This has been achieved as the staff team meet weekly to discuss their key children and identify their next steps in learning. As a result, planning successfully targets the child's individual skills and needs.

The welfare and safeguarding requirements are understood by the manager. Arrangements for safeguarding children are clear and policies and procedures are known by staff. There is clear guidance for recruitment, vetting and induction of staff. All staff have completed recent on-line child protection training but the designated person for child protection is waiting to attend a safeguarding course. The manager and her team are working hard to make positive improvements in many areas. They show motivation and enthusiasm to ensure policies and procedures are embedded into good practice. They are aware of the need to develop an effective system for the newly required check for two-

year-olds.

A self-evaluation process is just developing and the manager is able to discuss many ideas for future improvement. Action plans are in place to ensure continuous improvement but are yet to include children's and parents' views. However staff have clearly established a strong partnership with parents who speak very positively about their children's care, learning and development.

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	EY444794
Local authority	Essex
Inspection number	793211
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	35
Name of provider	Debra Anne Oxborrow
Date of previous inspection	Not applicable
Telephone number	07931 502157

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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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