

Little Imp Pre-School

T H Knightall Ltd, Hawksley Avenue, SHEFFIELD, S6 2BG

Inspection date	11/12/2012
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
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

- Children have suitable opportunities to make progress in their learning and development because a range of activities are provided that are appropriate for their age and stage of development.
- Staff extend children's vocabulary and help them to develop conversations because they listen and appropriately question children during activities.
- Key persons know the children in their care well and as a result they are happy, settled and well behaved.

It is not yet good because

- On occasions, lack of vigilance by staff in the baby room and outside play area hinders children's health and safety.
- Children's physical development skills are not widely supported as there are few opportunities for them to use a broad range of play equipment in an appealing outdoor environment that is freely accessible for older children.
- Opportunities to further encourage children's self-reliance and independence skills, such as pouring their own drinks and serving their own food, are variable.
- Self-evaluation lacks rigour and is therefore not yet robust enough to fully monitor practice or effectively identify areas for development that will improve learning opportunities and outcomes for children.

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 all rooms and the outside learning environment.
- The inspector took part in a joint observation of daily routines in the baby, toddler and pre-school rooms.
- The inspector held meetings and observed practice with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents, as recorded in their written feedback to the nursery.

Inspector

Tara Street

Full Report

Information about the setting

Little Imp Pre-School was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Hillsborough area of Sheffield, and is privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from three playrooms on the ground floor and two further playrooms on the first floor for the younger children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm, excluding Bank Holidays, and the setting also offers a holiday club during all school holidays. Children attend for a variety of sessions. There are currently 87 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It also offers care to children aged from five to eight years of age. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. It is a member of the National Day Nurseries Association.

The setting employs 14 members of childcare staff. Of these, two hold an early years foundation degree and are currently working towards Early Years Professional Status, and 12 hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure that the premises are always maintained in a clean and safe condition, in specific relation to the high chairs in the baby room, and that risks and hazards are identified in a timely manner; with particular reference to plastic bags and loose play mat in outside play area
- develop further the educational programme for physical development by improving the organisation of the outside play environment so that it is appealing, enjoyed by children and well resourced, for example, with bikes, cones, balls and boxes; giving as much opportunity as possible for older children to move freely between the indoor and outdoor play areas.

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

- develop further children's self-help and independence skills by reviewing routines so that they can pour their own drinks and serve their own food at snack and meal times
- extend self-evaluation to ensure that it is more rigorous and effective in informing the pre-school's priorities and setting challenging targets for improvement that will improve outcomes and opportunities for children.

Inspection judgements

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

Staff demonstrate a suitable understanding of how to implement the revised Early Years Foundation Stage, including how to promote children's learning and development. Appropriate levels of support are provided to ensure that all children have opportunities to make progress towards the early learning goals. Assigned key persons plan activities, taking into account children's interests, capabilities and starting points. Children have individual learning records, which include regular observations linked to the seven areas of learning. These appropriately identify the next steps in children's learning to inform future plans. Procedures for tracking children's achievements have recently been reviewed, which has a positive impact, and consequently children make sound progress.

Children's communication and language skills are appropriately encouraged through various activities, including songs and rhymes. This is complemented with some staff skilfully questioning children to extend their thinking. For example, while playing with an interactive wooden puzzle, staff effectively encourage children to name the different animals they can see such as elephant, butterfly, polar bear and lion. In addition, staff use questions, such as 'Where is it going? Up or down?', to engage and extend children's language and communication skills. Staff appropriately nurture children's enjoyment of the written word. They provide a good selection of books for them to look at independently and encourage them to join in with gusto at group story times.

Staff display words in different languages to further support children who speak English as an additional language. Older children have opportunities to use information and communication technology to enhance their learning. This includes accessing a computer and CD player. Children behave well because staff encourage children to discuss how they feel and to share, take turns and cooperate with their peers. They are developing their independence through tasks, such as putting on their coat and shoes before outside play. However, other opportunities for children to develop their self-reliance and independence skills during routines, such as pouring their own drinks and serving their own food at snack and meal times are not consistently provided.

A sound range of resources are available to promote children's mathematical thinking, such as threading activities, number puzzles, and construction activities. This is further supported by the staff incorporating counting in children's play and displaying numbers in the environment. Children's creativity is appropriately promoted through planned and spontaneous activities. Examples of this are when they freely access musical instruments,

use shaped cutters and rolling pins with dough and explore the sand and water trays. Children's enjoy dressing up as princesses, fire fighters and builders in the role play area. Others enjoy using glue, coloured paper and coloured sequins to make Christmas tree and snowflake pictures. Staff provide an appropriate range of opportunities for children to develop their physical skills as they go on walks to the local park, play circle games and explore the small slide indoors. However, the planning and organisation of the outside play environment does not always provide children with an area that is appealing or well equipped to inspire children to participate, such as through providing bikes, cones, balls, hoops and boxes. In addition, older and more able children are unable to freely move between the indoor and outdoor play areas. This impacts on children enjoying the benefits of playing outdoors in the fresh air and in helping to successfully promote their health and physical development skills.

Staff work well with parents to help children settle. For example, daily care sheets are completed for babies, which are shared with parents. These include information about the day's activities and care routines. Comments on recent evaluations show that parents are particularly happy with the good relationships that the staff foster with their children. Parents have regular opportunities to view their children's learning and development records and are asked to share their achievements from home in order to provide consistency and continuity for children's learning. This involvement is further encouraged with displays within the setting of the Early Years Foundation Stage and related information being posted in the reception areas.

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

The key person system is well established to ensure that babies and children's individual care needs are met and regularly reviewed with parents. All staff have friendly and caring dispositions, which help babies and children to form secure bonds and attachments. Children behave well and from a young age are encouraged to show kindness and concern for their peers. Children know where things belong in the nursery and help to tidy away when asked. Overall, children are developing a suitable understanding of safety through everyday discussions and activities that encourage them to explore their environment, but they are not always aware of how hazards in the environment potentially impact on their safety.

Children are provided with healthy snacks, such as, raisins, apple, crackers and cheese, and tomatoes and cucumber, which they enjoy. Parents are encouraged to provide healthy packed lunches which staff store hygienically. Cooked meals are provided at tea time and consist of pasta, soup and bread, curry and rice, and jacket potatoes. Babies' individual dietary requirements are discussed regularly with parents and meals times are adapted to suit their needs. Children are learning good personal hygiene through consistent routines and positive role modelling. Staff have a suitable understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to reduce the risk of cross-infection and safeguards children's health appropriately. As a result, children's physical well-being is appropriately promoted.

Staff demonstrate a sound understanding of the benefits of linking with other providers

where children receive care and education in more than one setting. This enables them to appropriately complement and extend activities. The senior practitioner in the pre-school room has contacted local schools to enhance the smooth transition for children from the nursery to school.

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

The management team demonstrate a sound understanding of their responsibilities with regard to the learning and development and the safeguarding requirements. They ensure that all staff complete safeguarding training, and so children are appropriately protected from harm. A suitable risk assessment is conducted annually of all areas used by the children. Staff check the identity of all visitors to the setting and children are only released into the care of known individuals. However, staff do not ensure that the premises, specifically the high chairs in the baby room, are consistently maintained in a clean condition after babies have eaten. In addition, risks and hazards posed by plastic bags and loose floor mats in the outside play areas are not always identified and made safe in a timely manner. This jeopardises children's health and safety, although the impact is reduced as children are supervised at all times in the garden area. A robust recruitment procedure is in place and implemented well. This ensures that all staff are checked with regard to their experience, qualifications and suitability to care for children. Regular team meetings and annual appraisals enhance staff's personal effectiveness within the nursery. Staff undertake a range of training to develop their knowledge and enhance the learning and development opportunities, which they provide. This is particularly beneficial for the assigned key person of children with special educational needs and/or disabilities.

Managers and staff demonstrate a clear awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development. Relationships with parents are sound as staff keep them fully informed on a daily basis of their children's progress and welfare. This takes place verbally and with written care sheets for younger children.

The management team have high aspirations for good quality care and education through ongoing improvement. For example, many improvements have been made over recent months, including the reviewing and implementation of all policies and procedures and layout of the toddler and pre-school rooms. This has had a favourable impact on the setting as a whole. The manager has a sound understanding of her responsibility to meet the development requirements and therefore, overall, children are provided with an appropriate range of experiences across all seven areas of learning. Satisfactory systems are in place to support the ongoing evaluation of the nursery and action plans are in place which highlight the key areas for development. For example, staff and parents are regularly asked for their views and the manager monitors and reviews staff planning and practice. However, self-evaluation is not yet robust enough to secure the in-depth focus the nursery needs to effectively target and sustain improvement and improve outcomes and opportunities for children. As a result, some aspects of the educational programmes are not as well delivered as others.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (both parts of the Childcare Register)
- take action as specified above (Suitability and safety of premises and equipment)

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	EY381370
Local authority	Sheffield
Inspection number	893423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	87
Name of provider	Edward John Burdall
Date of previous inspection	16/03/2009
Telephone number	0114 234 8883

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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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