

Little Avenues Pre-School

The Bungalow, Broome Grove, Wivenhoe, COLCHESTER, CO7 9QB

Inspection date

Previous inspection date

16/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- All areas of the curriculum are well-resourced, carefully planned for and covered in depth, providing children with an exciting and stimulating environment in which they can be active learners.
- The well-established key person system ensures that staff know individual children well and can plan precisely for their needs, promoting their progress and development.
- Partnerships with parents are highly valued and the ongoing two-way flow of information contributes significantly to children's development as staff are able to incorporate ideas from home into the weekly plans.
- The management team are highly motivated to establish the group in its new premises and continue to provide a high quality service to meet local needs. There is a very strong team ethos and staff are supported well in their professional development.

It is not yet outstanding because

- The outside area lacks labelling, signage and text to help children learn about words and print in different contexts.
- Strategies and resources to aid communication for children with English as an additional language or speech delay, such as, the use of signing and dual language texts, are limited.

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 spent time observing children at play, and during lunchtime and snacktime, in the various areas both indoors and outside.
- The inspector had discussions with the manager and staff, and carried out a joint observation of a child-initiated activity.
- The inspector spoke to parents, who were delivering or collecting children, to gain their views.
- The inspector looked at documentation including evidence of staff suitability, policies and procedures, children's developmental records and planning.

Inspector

Sarah Williams

Full Report

Information about the setting

Little Avenues Pre-School was registered in 2012. It operates from a converted bungalow within the grounds of Broome Grove School in Wivenhoe, Essex. The pre-school is owned and managed by a Community Interest Company. The pre-school serves the local and surrounding areas. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3pm. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three- and four-year-olds. It supports children with special needs and/or disabilities and children who speak English as an additional language. There are currently 55 children on roll.

The pre-school employs 12 members of childcare staff, all hold appropriate early years qualifications to at least level 2 or 3 with one at level 5 and one working towards Early Years Professional Status. The pre-school 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:

- create an environment rich in print where children can learn about words, for example, using names, signs, labelling and posters both indoors and outside
- support children in using a variety of communication strategies, including signing, where appropriate.

Inspection judgements

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

Children make very good progress in their learning and development because staff have a clear and sound understanding of the Early Years Foundation Stage framework and a secure knowledge of how children learn. The key person system ensures children are well supported from the first day of attendance because they take into account children's starting points, pattern of attendance, home circumstances and individual interests and learning styles. Practitioners observe, plan and assess children's learning and include precise and focused next steps, which are planned for and followed up. Children who have identified additional needs are provided with support, using outside expertise when required, and individualised plans, which are shared with parents and reviewed regularly.

Staff make excellent use of documents such as 'Development Matters in the Early Years Foundation Stage' to help them make judgements about whether a child is showing typical development for their age. This results in learning experiences that are always fully matched to each child's learning needs and rigorously build on what children already know so that they can continue to progress further. The individual children's achievements are tracked and scrutinised to ensure that no individual or group of children is falling behind.

Children are able to access all resources easily and enjoy free flow play, where they make choices and decide what they would like to do for a large part of the session. Children become engrossed and show great concentration as they play with selected animal figures and explore imaginary scenarios. Another child joins in by bringing 'lion and tiger food', which they all share with relish. A staff member observes the boys' play and makes a note to plan a story which links to their play: 'The Tiger Who Came to Tea'. By valuing and mirroring the children's creativity and including their interests, their self-esteem and confidence is promoted.

Staff promote children's communication skills throughout the day by engaging them in conversation. During a group activity a bag is passed around a circle of children and they are asked to select and describe what is inside. The staff member leading the group skilfully uses open questioning to bring out the children's responses, supporting children who find it less easy to engage, with clear instructions and demonstrations for them to imitate. Whilst children with English as an additional language are encouraged and supported, with posters and key vocabulary, some resources such as dual language books, and the use of alternative methods such as signing, are not fully in use.

Children collaborate on large group projects when they make giant models of favourite story characters. These are then taken to various locations around the area, such as the train station, park, shops, post office, schools and opticians. The resulting photographs are collated into albums, which the children take immense pleasure in looking at and recalling and discussing what they can see. This innovative activity values children's ideas and taps into their creativity and imagination, as well as expanding their vocabulary as they learn about their local community. Additionally, celebrations of festivals and cultural events, and visit from 'people who help us', promote children's understanding of the wider world and create positive memories.

The outdoor area is imaginatively resourced with hard and grass areas, stepping stones, trees and interesting features such as the guttering water runs. Covered areas mean that children can have all weather access if they so wish and role play, mark making with chalks and construction play equipment is available. The area is currently still being developed and as yet does not include text, labelling or signs, which would further enrich the children's learning. Children's physical development is well supported at every stage. They have manipulative toys and a range of tools for modelling and cooking, and mark-making equipment for fine motor skills, as well as bikes and wheeled toys for vigorous outdoor movement.

Children are well prepared for the next stage in their learning, because staff give careful consideration to transitions at every stage. As children approach entry to reception class they spend sessions in the feeder school and become increasingly independent and confident. Parents are involved in their children's learning through informal daily chats at pick-up time and regular planned parent consultation session when the child's development is discussed in detail. The setting has successfully completed several two year checks for children and shared the outcome with parents.

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

All key aspects of children's well-being are attended to efficiently and their needs are met well. The strong key person system helps both parents and children to build a meaningful and positive relationship with a designated member of staff. Children show that they can form firm friendships and work together in flexible groupings as well as independently. Staff are available to support and guide children in their play and offer reassurance and comfort when required. Consequently, children are happy, secure and settled, and benefit from time spent in the setting. The settling-in procedure is flexible and tailored to individual children's needs. Parents are encouraged to stay, if they wish to, until their child shows they are ready and happy to be left. All children move about confidently and show a sense of belonging as they choose activities and resources and persevere at their chosen tasks well. Behaviour is very good and the setting reinforces the 'golden rules' at circle time so that children gain an understanding of what is acceptable and what will disappoint others.

Children are beginning to learn about their own safety, for example, as they are warned that the ground may be slippery when there is ice underfoot. Children have a growing awareness of healthy foods and drinks, which is fostered through appropriate discussions with the staff throughout snack time. Packed lunches are enjoyed at a sociable and friendly meal table with staff sitting with children. Children develop an understanding of their own personal hygiene and care needs as they follow routines, such as hand washing and putting on suitable clothes and footwear for outdoor play. Older children display good levels of independence and staff work with children to help them achieve the next level in development, for example, potty or toilet training, in conjunction with parental wishes.

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

The leadership and management team have high aspirations for the provision. The emphasis in the last few months has been on establishing practices and routines in the new premises and ensuring that the transition is managed smoothly. A key strength of the setting is the value placed on professional development and the support offered to staff with regards to training, is very good. All information is shared at frequent staff meetings and new ideas and aspects of practice are tried out and included when they are found to be positive and useful. Advice and guidance from many sources, including the local authority advisers and the staff's tutors is welcomed and helps to promote continuous improvement. Additionally, parents' and children's views are considered at all times and included in plans for future development. A questionnaire helps parents make suggestions and express their views. They can also access the setting's website and check information, policies and procedures and comment on matters that interest them.

Robust and well-established procedures for recruitment and ensuring the ongoing

suitability of all staff working with children mean that they are cared for by qualified and experienced staff. All staff have a secure knowledge of safeguarding matters including child protection procedures so they are confident in what action to take if they are concerned about a child.

The partnership with parents and the two-way flow of information is highly valued and well embedded. Parents are included at every stage and kept up to date with events and activities by a daily diary and an informative weekly newsletter. Parents spoken to on the day of the inspection were highly complimentary about the setting and the excellent progress their children are making. They find staff approachable and supportive and state that the communication is superb, with the daily diaries, newsletters and very accessible website. For children attending other early years settings there is communication to ensure continuity of care and learning.

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	EY448529
Local authority	Essex
Inspection number	806923
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	55
Name of provider	Little Avenues Pre-School CIC
Date of previous inspection	Not applicable
Telephone number	07895180207

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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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