

# Little Gem's Pre-School Basildon

c/o Fairhouse Infants School, Long Riding, BASILDON, Essex, SS14 1QP

<b>Inspection date</b>	23/01/2013
Previous inspection date	13/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy and settled as they develop very warm and trusting relationships with their key person and other pre-school staff.
- The indoor and outdoor learning environments provide interesting and stimulating activities that engage children and build on their interests. This is complemented by a very good range of toys and resources.
- The staff make effective use of observations and assessments to track children's progress and plan experiences securely in tune with their learning priorities.
- There is a strong commitment to improve the pre-school further by setting ambitious targets and action plans.

### It is not yet outstanding because

- Interactions between the staff and children do not always maximise on opportunities to extend learning and promote critical thinking, so that all children learn as much as they can.
- There is scope to develop further the opportunities for parents to play an active role in their children's learning, to ensure that children's knowledge and skills are consolidated and extended effectively.

## 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 observed activities in the indoor and outdoor learning environments; this included a joint observation with the manager.
- The inspector held discussions with the manager, committee members, staff and children.
- The inspector viewed a sample of the children's 'Learning Journey' books, development reports and the planning documents.
- The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day, and from their responses in the recent survey undertaken by the pre-school.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Little Gem's Pre-School Basildon was registered in 2006 on the Early Years Register. It is situated in the grounds of Fairhouse Infant School in Basildon, Essex. The pre-school is managed by a committee. It serves the local area and is accessible to all children. The

pre-school operates from two playrooms in a demountable building and there is a fully enclosed area available for outdoor play.

The pre-school employs nine members of child care staff. Of these, six staff hold appropriate early years qualifications at level 3 and two staff hold early years qualifications at level 2. The pre-school opens Monday to Friday from 9am until 3.30pm, during school term times. There are currently 70 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- extend children's learning and critical thinking by monitoring and evaluating more closely the impact of staff's practice on children's learning and development, particularly by promoting consistently high quality interactions
- increase the opportunities that encourage parents to share information and become more involved in their children's learning and development.

### **Inspection judgements**

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

Staff have a good knowledge of how young children learn and provide an interesting variety of activities across the seven areas of learning. Accurate information is gathered about each child through initial observations. Discussions with parents also help staff establish children's starting points. This enables staff to successfully plan activities that support children in building on what they already know and can do. In addition, children's individual learning styles and interests are well catered for and their individual learning is guided through focussed interventions. The introduction of the progress checks for children at the age of two, is effective in highlighting any gaps in learning. This also enables staff to secure early intervention to ensure that no child gets left behind in their development.

Children can easily access their 'Learning Journey' books in their individually named drawers; they enjoy looking at these and commenting on their favourite activities. This also helps them to develop a sense of pride in the key milestones they have reached. A mainly effective range of teaching methods are used to promote language skills,

vocabulary development and children's interest. Animated and lively conversations take place between the children and staff during everyday activities and some well-targeted questions are used to elicit thoughtful answers from children. However, during some adult-led activities, questioning is not precisely matched to the needs of the children, and consequently, opportunities to offer additional challenge and extend learning are missed.

Children who speak English as an additional language are supported effectively in the setting. The pre-school has close links with the local children's centres. Staff successfully signpost parents to the drop in clinics or group activities, where they can access relevant professionals to discuss any concerns they have about speech and language development. Different languages and cultures are reflected in the resources and activities on offer every day in the pre-school. For example, children have individual books with visual prompts and captions both in English and their home language. This ensures that all children feel valued and equality and diversity is promoted very thoughtfully.

Children are successfully gaining the skills they need for future learning. They learn about technology as they adeptly use the mouse to control movements on the computer screen. They are becoming competent early writers. They demonstrate good pencil control and form recognisable letters when tracing words or writing meaningfully in their role play. A wide range of books, both fiction and non-fiction, and other artefacts and props, such as, puppets are used well to introduce children to stories and rhymes. Children are effectively supported to use numbers and recognise numerals in a wide variety of activities. They explore and discuss shapes, measure and capacity when helping to make the play dough.

Parents are kept well informed about their children's achievements as there are regular opportunities for consultations with the key persons. Parents have easy access to their children's 'Learning Journey' books and receive regular development reports, which give them information about their children's progress and how the staff intend to meet the learning priorities. Parents contribute information and photographs about children's interests in the 'All about me' booklets. However, information from parents about their children's learning at home, is not used on an ongoing basis to give staff a well-rounded, overall view of each child's progress over time. The staff also recently identified that opportunities for parents to play a more active role in their children's learning have not been fully explored. They have started to assemble resources that can be borrowed and used at home, to fully consolidate and extend children's learning.

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

There is an effective key person system in place. Induction visits by all new children and parents ensure that key persons become knowledgeable about the individual children in their care. The staff's warmth and attentive support helps the children to feel extremely at ease during sessions and increases their confidence. Staff are alert to the feelings of children, and suitably acknowledge them. For example, if children appear uncertain then they use known favourite activities or popular stories to help settle them. Staff provide good support to children moving onto school. They invite teachers from local schools to visit the pre-school so that children can begin to build attachments and feel secure.

Children arrive at the pre-school full of enthusiasm and eager to learn. This is because there is a stimulating and well-resourced environment, both indoors and outside, to support children's all-round development and emotional well-being. Activities are organised so that children learn about the importance of exercise, fresh air and looking after their bodies. Children are learning independence and self-care skills effectively. For example, children independently use the bathroom and follow good hygiene routines. The snacks provided are healthy, balanced and nutritious, which supports all children's good health. They pour their own drinks and help to tidy away their cups and bowls when they have finished. At midday, children learn to manage their lunch boxes by opening containers and unwrapping sandwiches for themselves. Effective routines for maintaining good hygiene are implemented consistently. Sensitive and hygienic nappy changing procedures for the youngest children prevent the risk of cross-contamination, and also preserve the children's privacy and dignity.

Children know how to keep themselves safe as they negotiate space around the setting both indoors and outside. Children learn about the need for responsible behaviour and the importance of their personal safety. They regularly practise evacuation procedures so that they can swiftly exit the premises in the event of an emergency. Children make friends and they are encouraged to share, be kind and show respect for one another. Staff promote children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. They praise children for helping to measure and mix ingredients when making the play dough. They also value children's artwork and early writing by attractively presenting items on displays and labels.

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

The manager and staff team are effectively supported by the dedicated committee members. Regular training events are attended and important information is cascaded at team meetings. As a result, they all demonstrate a secure understanding of their responsibilities within the pre-school, including the delivery of educational programmes and safeguarding children.

The management and staff have a strong commitment to ensuring the safety of children. The premises and equipment, both indoors and outside, is carefully checked every day for damage or cleanliness to keep children healthy and safe. Staff understand the procedures to follow should they have concerns about a child in their care. They have completed relevant safeguarding training and have clear policies and guidelines to support them in the event that they need to make a child protection referral. Staff are updated when any policies are reviewed. For example, all staff are fully aware of new procedures implemented to enhance the pre-school's security arrangements. This inspection took place following a notification of an incident when a child left the setting unsupervised for a short period of time. A full review was carried out and additional measures were immediately put into place to prevent this reoccurring. Risk assessment is now more robust to protect children, particularly at the start and end of each session, when parents arrive to drop off or collect their children.

Rigorous procedures are followed with regards to staff recruitment, induction and vetting, which includes checking the suitability of staff and trainees. There are also suitable staff appraisal and supervision arrangements to determine their ongoing suitability. More precise and sharply focused monitoring and evaluation of staff performance is under development, to improve any inconsistencies in practice, and make sure that all staff continuously improve their understanding and skills to allow children to thrive and achieve as much as they can.

The manager and staff are enthusiastic, motivated and committed to offering a good quality service to children and their families. Since the last inspection significant improvements have been made to make sure that the pre-school operates efficiently. The recommendations raised at the previous inspection have been positively addressed to improve the quality of care and educational programmes. Through the self-evaluation process, the manager successfully uses the views of parents, children, committee members and other professionals to reflect on the learning and development opportunities provided. This enables her to implement an accurate action plan that will further improve the service provided and will have the biggest impact on raising outcomes for children. The manager is now successfully monitoring all of the children's achievement records. This means that any individual child or any group falling behind their peers or below their expected achievements are quickly identified.

Parents are well informed about the setting through a range of written and verbal communications with staff. Regular newsletters are distributed and every parent receives a booklet that explains how staff use the 'Statutory Framework for the Early Years Foundation Stage' to support their children's development. Parents are encouraged to be involved through joining the committee or by viewing special events, such as the Christmas assemblies. Parents make very positive comments about the pre-school. They say they value the way the staff support new children in settling in and really appreciate how the staff help children learn the skills they need in readiness for starting school. The setting is proactive in developing relationships with schools or other settings children attend. This ensures that there is a seamless transition when children enter full-time education.

### 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

<b>Unique reference number</b>	EY291012
<b>Local authority</b>	Essex
<b>Inspection number</b>	901673
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Little Gems Pre School Basildon
<b>Date of previous inspection</b>	13/05/2009
<b>Telephone number</b>	01268 293073

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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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