

Little Elves Community Pre-School Limited

The Key Centre, The Key, FLEET, Hampshire, GU51 1HA

Inspection date	06/02/2013
Previous inspection date	Not Applicable

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

- A rich and varied learning environment sparks children's interest and enthusiasm to play and explore.
- Children feel safe and secure and staff interact well.
- Children behave very well; they are confident, happy and steadily increase their independence.
- Effective partnerships are forged with parents and other settings children attend.

It is not yet outstanding because

- Occasionally, assessments of children's progress do not always focus sharply enough on all areas of learning.

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 play and learning activities in both rooms and tracked children indoors and out.
- The inspector undertook a joint observation with the manager.
The inspector had discussions with the manager, the chair person of the management committee (nominated person) regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Little Elves Community Pre-School Ltd registered in 2012. It is run by a management committee of parents. The pre-school operates from Elvetham Heath Community Centre, in Fleet, Hampshire. Children have access to two playrooms and an enclosed outside play area with an all-weather canopy. It serves families from the local community and surrounding areas. The pre-school operates Monday to Friday during school terms only.

Sessions run from 9am to 12 noon and 12 noon to 3pm. Children attend for a variety of sessions and may stay all day. It is registered on the Early Years Register only and there are 112 children on roll. The pre-school is in receipt of funding for free early education for three and four-year olds and also any eligible two-year olds. The pre-school supports children with special educational needs and/or disabilities, and/or children who speak English as an additional language. There are 16 members of staff who work directly with the children. Of these, 12 hold a relevant early years qualifications to at least level 2. The manager holds a relevant Foundation Degree and the deputy holds a relevant level 4 qualification. The Pre-school employs an apprentice. In addition an office manager and a financial controller are employed.

What the setting needs to do to improve further

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

- strengthen assessments to focus more sharply on all areas of learning to enhance learning opportunities.

Inspection judgements

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

Staff effectively support children's learning and development in most areas. They have a good understanding of the Early Years Foundation Stage framework and how young children learn. They are well informed about the needs of the different age groups of children attending. Children clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their friends. Children are able to develop a good range of physical skills, think critically and explore during these activities. The high number of well-qualified and experienced staff means children receive good support and encouragement. As a result, children make good progress.

Staff provide motivating and engaging learning experiences for children such as the current topic on Chinese New Year. Children develop a greater understanding about the wider world and themselves as they examine items including traditional clothes and examples of Chinese writing. Children benefit from new experiences as they try foods such as noodles and rice. Children develop co-ordination as they use scissors to cut out the shape of a coiled snake from a cardboard tube. Staff ask questions to challenge children's thinking as they decorate the snake. For example, 'why won't it stick, what is not there?' And the child realises the glue is missing. Children delightedly describe their finished snakes as 'springy' and 'boingy'.

Staff make regular assessments of children's learning. They look at children's starting points when they enter the setting and involve parents in this process. They use observations, alongside photographs and examples of children's work to build up a picture of each child's abilities. However, occasionally, assessment does not always focus sharply enough on each area of learning. As a result, staff do not always plan detailed next steps to fully enhance all aspects of children's development. The progress check for two-year olds is used effectively to make sure expected milestones are being reached. Suitably trained staff quickly identify and share concerns with parents and work closely with other professionals to support children appropriately, Extra staff are employed to work with children on a one to one basis when needed. Children make good progress in their communication and language skills including those whose first language is not English as staff use Makaton signs to help children understand the spoken word.

Parents can come into the setting and talk to their child's key person or the manager at any time. They receive information about their child's progress and can see examples of their children's work in the learning journals. Parents contribute to their child's learning as they meet regularly with the key person. Parents are fully informed of how their child has spent their time at the pre-school as the child's key person writes a daily account in the communication book. In return, parents reply with information about their child's achievements and interests at home. This helps staff to help plan activities based on children's interests.

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

The pre-school has an effective key person system in place to help children settle and form secure emotional attachments. This means children feel safe and secure. Children learn how to keep healthy by following effective hygiene routines. They enjoy daily fresh air and exercise as they use the outdoor environment in all weathers that helps keep them healthy. Staff are deployed efficiently providing continuous support and direction throughout the sessions. Staff are sensitive in their management of children and their behaviour, and as a result, children develop a strong sense of right from wrong. A sand timer is used successfully as a strategy to help children to take turns at the computer. This helps children to consider others and to form relationships good with others.

The pre-school is laid out well providing a stimulating learning environment. Children using walking frames can easily move around the play rooms and the outdoor area. A broad range of resources is available that all children can reach. There are plenty of areas where children can explore freely, using their own ideas. For example, they drag large, heavy logs to make seats around the 'camp fire'. Children show high levels of independence and continually make decisions. For example, they decide when and what to eat for their snack and help choose and prepare the range of foods available. Some children relish washing up and spend long periods with their arms immersed in water, rubbing cups and bowls with a cloth and carefully stacking them in piles. The strong focus placed on helping children to learn how to keep safe helps children think for themselves. For example, they know it is safer to sit down when using the knife to chop up the banana. Children are

encouraged to risk assess the toys and areas they play in. They tell staff when a toy is broken for example. Children's learning and growing understanding of the world around them, prepares them well for future life. Good relationships have developed with the local primary schools to ensure a successful move for children going into school.

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

There are effective policies and procedures for safeguarding children and these are well implemented by staff. Staff attend training and share updated knowledge and awareness of safeguarding strategies with other staff. Clear procedures are in place for the recruitment, vetting and induction of new staff, students and committee members. This helps to ensure all adults working with children are suitable to do so.

The staff team, led by the manager, work very well together and share a commitment to improvement. They are all involved in evaluating all aspects of the pre-school. Each member of staff takes responsibility for planning activities in the different areas including outdoors. They seek the children's opinions and use these to influence the planned activities and curriculum. Good systems are developing for self-evaluation that helps to improve the outcomes for children. The manager welcomes the views of the local authority support workers. Parents express their views via the management committee meetings and through discussions with management and staff.

Overall, systems are in place to monitor the educational programmes. All staff have copies of current documents to help them assess and track children's progress and are encouraged to use them. An effective system for performance management is in place. Staff are monitored and are well supported to increase their professional development. Good relationships are developed with parents, other agencies and other settings children do now, or will attend in the future, such as, schools. This promotes continuity in children's care and learning. Staff have a very good knowledge of each child's needs and work closely with the parents. Verbal feedback from parents is very positive. They value the opportunity to read the daily comments about what their child has been doing via the communication book. They feel fully included in the pre-school and their child's learning as they receive regular newsletters and have formal meetings with their child's key person each term. Equally, they feel able to talk to the staff at any time. Parents state their children's 'English speaking has improved and 'overall, I am really please with the pre-school'.

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	EY449669
Local authority	Hampshire
Inspection number	880056
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	52
Number of children on roll	112

Name of provider	Little Elves Community Pre-School Limited
Date of previous inspection	Not applicable
Telephone number	01252625332

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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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