

# Little Un's Pre-School

Darenth Village Hall, Ladywood Road, Darenth, Dartford, Kent, DA2 7LL

<b>Inspection date</b>	30/04/2013
Previous inspection date	02/02/2010

<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

- The well-established staff team work together to provide a calm and friendly environment where children behave well and enjoy their learning.
- The manager has good knowledge of the children and staff. This means that she has made good progress in securing improvements and is able to plan for future improvements.
- The key person system ensures that staff know children well, including their starting points, to support them well in their learning.
- There are well-established partnerships with parents, schools and professionals to support children and meet their individual needs.

### It is not yet outstanding because

- Staff do not always fully encourage children to explore all creative activities freely.
- Staff do not always encourage children do use their home languages in all possible play situations.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and talked with children during play.
- The inspector looked at children's progress records and safeguarding documentation.
- The inspector interviewed the manager and staff.
- Parents were spoken to during the inspection to find out their views of the pre-school.
- The inspector observed an adult-led activity with the manager.

## Inspector

Debra Davey

## Full Report

### Information about the setting

Little Un's Pre-school opened in 2005 and is located in Darenth, Kent. The pre-school operates from two rooms in the Darenth village hall and children have access to an outdoor play area. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 54 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school is open Monday to Friday, 9am to 12pm and Monday to Thursday 12:30pm to 3:30pm for 38 weeks of the year. There is also a lunchtime session from 12 noon to 12.30pm on Monday to Thursday. The pre-school caters for children who speak English as an additional language and may care for children with special educational needs. Six staff work directly with the children all of whom hold an appropriate early years qualification. The manager holds a relevant qualification at level 4.

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

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

- extend the programme for expressive arts and design by providing more opportunities for children's free self-expression
  
- enhance opportunities for children to experience and use their home language during play.

### Inspection judgements

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

Staff implement the learning and development programme for children through a good range of play activities to help children learn. Children are rapidly acquiring skills to help them be ready for school. Staff have special training in communication and this has a positive impact on how they speak and interact with children. For example, children show persistence when completing a challenging puzzle task and are helped to concentrate by staff who talk to them to make it fun. Due to such appropriate support from staff, all children are happy and confident in their learning.

There are effective systems to plan for individual children based on observations of what they can do and need to learn next. Assessments of learning are reviewed regularly and involve parents, both when the child starts and on a regular basis. Daily chats with parents on arrival and collection mean that there is a constant exchange of information. As a result, staff get to know children well and respect parents as their child's first teachers. Some adult-led craft activities do not always fully challenge older children. For example, children are not always given the opportunity to extend independence by cutting shapes out for themselves that they then decorate. While children enjoy craft activities and are able to do most things for themselves, this does mean that staff do not always take all possible opportunities to promote their free creativity and fully extend challenge and independence.

Children have their own ideas and develop strategies for doing things. They arrive happily and greet their friends delightedly as they play games such as picnics and dressing up. As they are encouraged to choose from the good range of resources, they learn to share, take turns and choose to play alone or in small groups. Staff support them well in their choices and are always nearby to extend the play activities. For example, some children choose to dress up as their favourite super-heroes and act out stories accordingly. This develops their imagination and self-confidence. There is a rear garden, supervised throughout the session so that children can choose to play inside and out. This supports their physical development and understanding of nature as they look at worms and insects with staff. Boys are especially eager to explore outside as they spontaneously choose their own equipment, such as bubble making tools and magnifying glasses to use. All staff are confident when talking to children during activities and helping them link letters to sounds through early writing. Counting and learning numbers are a part of everyday activities and children enjoy group singing to help them learn rhythm and rhyme. This means that older children are ready by the time they move on to school.

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

Staff are positive role models which helps children enjoy their day and develop self-confidence. They use meaningful praise and clearly explain safety rules, checking that children understand and learn consideration for others. As a result, children behave very well and develop firm friendships with other children attending. This contributes significantly to their sense of well-being.

The setting uses a key person system which means that all children have a special member of staff to bond with and who keeps track of their progress. This helps staff to develop strong partnerships with parents and carers, for example when planning for any personal needs or requirements. For example, children in nappies receive good one to one care during nappy changing using their own creams and wipes. The key person interacts very well with the child helping them to feel safe and have fun. All staff are aware of the medical requirements of each child and this is documented to support children's welfare. Older children are encouraged to develop their independence. Children over the age of

three years are able to stay for lunch and they proudly bring their own lunchboxes to share a meal with their friends.

Staff plan a range of activities for outdoor learning. The outside area is an additional play area for children to develop their physical skills and understanding of the world. Staff are vigilant at making sure that children have their own sunscreen and hats before going outside and supervise children well. There is non-permanent fence which is made secure when the area is used. Staff teach children safety rules and to keep away from the boundary. Further opportunities for outdoor learning include trips to the adjacent field to see the horses and collect leaves and flowers. There is an indoor hall used for play in very wet weather. This means that children have ample opportunities for physical play and make good progress.

The indoor area is well organised to promote learning. All equipment and resources are accessible to the children during the session and they do self-select and show independent choices. For example, there is an inviting book area with a good range of accessible books with positive images of children from different backgrounds. Good use is made of picture cards to help children with limited speech to learn the routine of the day. There is some use of children's home languages in the pre-school but this is not always extended into role play or everyday situations. This means that children who speak English as an additional language do not have all possible opportunities to feel that their home language is fully valued in the pre-school.

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

The provider owns and manages the setting and has secured many positive improvements since the last inspection. She leads well by example and makes sure children are safe through good daily procedures for equipment and premises checks. Children are taught safety rules to help them learn about how to keep safe. Staff explain to children why and what might happen, for example, if they try to move a chair up the steps. The provider has ensured that her team attend relevant safeguarding training; as a result all staff know what to do if they suspect a child is at risk.

Children learn about healthy eating through projects and discussion about their diet and parents are supported to make healthy food choices for their child's lunchbox. Staff encourage children to be independent in their self-care. This is fostered well as children learn to dress themselves from the dressing up box and use the bathroom with appropriate supervision. Children help themselves to a good range of clean and accessible toys that are safe for them to use.

The provider has developed a good understanding of her responsibilities in meeting the learning and development requirements. She supervises her staff well to help them make accurate assessments of children's starting points, progress and plans for their individual

learning. Systems for recording child development have improved to be a review approach based on observations of children at play. As a result, staff know children well and parents are fully involved in the process. Well established partnerships with local schools, the Sure Start centre and the local authority are highly valued in planning for improvements to the learning and development programme. The owner works very closely with her staff team and families attending on a daily basis. As a result, her self-assessment and plans for improvement are clear and accurate and she is able to plan well for further improvements.

### **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 action. 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>	EY397584
<b>Local authority</b>	Kent
<b>Inspection number</b>	844803
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Maria Kathryn Rushbrooke
<b>Date of previous inspection</b>	02/02/2010
<b>Telephone number</b>	07912 562688

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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, which are usually the childminder's 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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