

Little Wrens

Guide Hut, Priestlands Road, Pennington, LYMINGTON, Hampshire, SO41 8HX

Inspection date

Previous inspection date

24/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Strong, positive relationships are built with parents because staff are communicative and friendly.
- Some good quality teaching and learning takes place, particularly at large group 'hello' time.
- Most children are keen to learn and show good levels of motivation.
- Children are learning about growing vegetables to eat, as part of a healthy lifestyle.

It is not yet good because

- The planning of the learning environment does not effectively cover all aspects within the seven areas of learning.
- The key person system does not effectively meet the needs of two-year-olds.
- The system to monitor the quality of the adult-led planning and teaching by individual staff is not established and effective.
- The system to evaluate and drive improvement is not fully established and effective.

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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager and the owner 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

Lorraine Wardlaw

Full Report

Information about the setting

Little Wrens Pre-school registered in 2012 and operates from a guide hut in Pennington, Hampshire. The pre-school use the large hall, small room and outdoor area. The pre-school is open from Monday to Friday from 9am to 3pm, term time only. It is registered on the Early Years Register and both the voluntary and the compulsory parts of the Childcare Register.

There are 32 children on roll. The setting supports children with special educational needs and/or disabilities. There are currently five staff employed. Three staff hold childcare qualifications to level 3 and two staff hold qualifications to level 2.

What the setting needs to do to improve further

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

- improve children's learning and development by monitoring and evaluating adult-led activities to ensure they meet individual children's learning objectives, particularly the younger children attending
- develop the planning of a rich and varied learning environment to involve play activities and experiences across all aspects of the seven learning areas, such as more emphasis on technology and access to books
- develop the key person system for two-year-olds so they are able to develop a genuine bond with their special person.

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

- develop further, arrangements for self-evaluation by providing regular opportunities for mutual support, teamwork and continuous improvement.

Inspection judgements

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

Children demonstrate they are keen and eager to learn, particularly the older, more confident children. They enjoy their self-chosen play and take part in purposeful activities, such as painting and exploration of the sand. Staff get down to the children's level and interact sensitively with them, giving them support and guidance to promote their

communication, language and social skills. Overall, staff have a sound knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There are a few good teaching and learning opportunities, such as during whole group 'hello' time. Children join in well, singing the special welcome and days of the week song, use Makaton sign language, find their friends in the name game, and talk about numbers when recording the date. Children have opportunities to talk and are given time to share their home life experiences and to be listened to. However, overall there are inconsistent teaching skills amongst the staff. For example, during snack time staff sit with the children, but do not always pick up on and extend learning opportunities, such as when children show an interest in rhyming. Personal independence skills, to pour their own drinks and use verbal language skills, when making choices, are not always promoted, for all of the children seated at the table. Coupled with a weakness in the planning of the environment this means that children's developmental progress, overall, is not good, from their starting points. Staff know their key children well and have recorded their capabilities in an attractive learning journal and most of the adults can identify their children's next learning steps. However, the implementation, in practice, does not happen successfully across the whole team. For example, children are encouraged to paint and use their imaginations. They talk with excitement about their paintings, are encouraged to turn take, to listen to each other and respond. The adult scribes in words, the children's thoughts on the top of their paintings, but does not encourage children to record their names, to offer more challenge to them, despite their capabilities in pre-writing skills. During a visit to the vegetable allotment the adult promotes the older child's learning well, by encouraging them to recall what plants are growing, what they need to grow and to read the sign 'garden'. Two-year-olds, however, enjoy the experience of walking to the vegetable plot, with their filled up watering can, but their learning aims are overlooked by the adult, during the rest of the activity. In addition, the planning does not include specific small group time to successfully help the younger children to feel confident enough to talk, with their special adult. Children with special educational needs, are identified and additional programmes are put into place to support their development. For example, a pictorial time line is displayed and Makaton sign language is used by a few of the staff. Despite the inconsistencies in practice and some lack of challenge, children are developing future skills satisfactorily, overall.

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

Overall, children settle well at the pre-school and older children show they have good relationships with staff and good levels of self-assurance. Although a key person system is in place it is not fully effective for the two-year-old children attending. This is because care routines, such as nappy changing are carried out by staff on a rota basis and planning does not include time with their special adult. Consequently, this hinders a genuine bond developing with their key person. In addition it has some impact on children's emotional development and confidence to speak in unfamiliar surroundings. Children are reminded by adults to wash their hands after they use the toilet and are learning to respond to their own toileting needs. Children take part in outdoor play, as whole group, in the latter part of the morning, which supports their physical development needs appropriately. They are encouraged to kick and throw balls to staff and practise their movement and climbing

skills on the small slide. Children enjoy a healthy snack, mid morning, of fruit and wholemeal currant bun, which contributes successfully to their health and well-being.

Children are suitably prepared for their next stage in learning because the links with the nearby schools are developing. The school teachers are starting to visit the pre-school to talk about children's individual learning needs. The adults work hard each session to set up an appropriately stimulating environment with play resources available to support children's development. For example, children can view some of their work displayed on felt partitions and can make some choices in their play. However, the play and learning areas are not

planned well with clearly defined areas, with good quality furniture, child accessible storage and resources, which cover the width of the seven areas. For example, information and communication technology play resources for older children are not freely available and books are not arranged in an inviting and friendly play space. Overall, children demonstrate good behaviour in relation to their age, and know the rules and boundaries of the pre-school. This is because staff go through the rules at large group time such as 'kind hands and walking feet' and encourage children to be friends, during role play. Most children show they can behave in safe ways.

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

The staff team at the pre-school work well together to ensure that the safeguarding and welfare requirements are currently met. The owner completes a robust recruitment and vetting procedure before new staff commence at the pre-school to help ensure their suitability to work with children. New staff undertake an induction programme, so they are aware of the pre-school's policies and procedures. All staff are trained in child protection and first aid. The designated person for child protection and staff have a secure understanding of their role and responsibilities about reporting safeguarding concerns. The staff are vigilant at child collection time and use a password system for those people not known to them.

The manager has a sound overview of the educational programmes offered at the pre-school and is aware that the setting is developing in terms of delivering quality. Systems are still being discussed and embedded such as the evaluation of the setting and their improvement plan. The manager demonstrates good knowledge and leadership skills, but these systems for improvement do not currently analyse and self-challenge all aspects of the pre-school. In addition, the system to monitor the quality of the teaching and learning by individual staff is not fully established and effective. This is because children's next learning steps are not consistently implemented, through child and adult-led play and routines. Staff supervision has taken place and appraisals are planned at the end of the term, once the setting has been open for two terms.

Partnerships with parents are secure and the linking of the learning that takes place, to children's home-life is developing. Parents speak positively of the 'lovely pre-school', about the 'friendly, approachable staff', and of how quickly their child settled. There is good

communication, between the parents and their child's key person. Parents view their child's attractive, well laid out learning journal and talk about children's progress and next learning steps, at a meeting each term. 'Bertie the bear' along with his diary, goes home with the children and their families to help involve parents in children's learning processes. Partnerships with external agencies and the local schools are being established. For example, the management team liaise with agencies to support children and families with special educational needs. In addition they gain local authority funding to meet the needs of parents of two-year-olds.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY456164
Local authority	Hampshire
Inspection number	896896
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of provider	Sarah Jane Renyard
Date of previous inspection	not applicable
Telephone number	07849247100

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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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