

Little Jewels Pre-School

St. Paul's Church Centre, Cavendish Road, London, N4 1RW

Inspection date

27/06/2013

Previous inspection date

18/05/2011

The quality and standards of the early years provision

This inspection:

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 have secure, trusting relationships with their key person. Consequently, they are settled, growing in confidence and making good progress in their learning.
- Staff successfully promote children's good health through frequent physical activities and a healthy diet.
- Children's independence and self-care skills are promoted well because staff encourage children to make choices and do things for themselves.
- Good methods of communication ensure parents are kept well informed about their children's progress and events of the day.

It is not yet outstanding because

- Children have few opportunities to handle large equipment to create structures to further develop their physical skills.
- There are no posters, signs and labels displayed in the outdoor area, so children's interest in letters and words is not always fully extended.

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.

Inspection activities

- The inspector observed the children's activities and staff's interactions with them.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector looked at a sample of the pre-school's policies and procedures.

Inspector

Yasmine Hurley

Full Report

Information about the setting

Little Jewels Pre-School registered in 1996. It is a privately owned establishment and operates from St Paul's Church hall in the London Borough of Haringey. Children have access to a large open plan hall and toilets on the ground floor. There is an enclosed outdoor play area. The pre-school runs from Monday to Friday from 8am to 6pm, 50 weeks of the year. It is registered on the Early Years Register and there are currently 46 children on roll in the early years age group. The provision supports children learning English as an additional language. The pre-school receives funding for the provision of free early years education for children aged three and four years. There are nine members of staff, all of whom hold appropriate early years qualifications. The manager holds a BA Hons degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- provide children with access to large portable equipment, which they can move safely and cooperatively together to create their own structures to further develop their physical skills
- provide a variety of posters, signs and labels in the outdoor area to fully support children who learn best outdoors.

Inspection judgements

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

Children are well cared for in a welcoming, bright, children-centred environment that is inclusive and reflects their backgrounds, communities and family lifestyles. Staff provide a good range of resources and plan stimulating and interesting activities. When children play, staff use good teaching skills that motivate and foster children's learning. This has a positive impact on children's development, so that they make good progress in their learning. Systems used for observing and assessing children are robust. Key persons carefully observe children's achievements and identify the next steps for their learning. Consequently all children, especially those learning English as an additional language, make good progress from their starting points. Parents contribute to, and are involved in, their child's learning as they closely work with their child's key person. Staff complete the required progress check for children aged two to three years. This enables staff to assess children's progress in the prime areas of learning, identify any gaps and plan for the next

steps for each child.

Children enjoy looking at books independently and turn the pages correctly. They use the pictures to help them work out what the story is about, which helps develop their reading skills. Younger children press buttons on musical books while staff sing nursery rhymes to them. Staff sing French songs with the children as part of their topic on France. Children learning English as an additional language are well supported. Staff ask parents for key words in children's home languages to help them communicate effectively with the children. This good practice helps children settle and make progress in their development. Indoors is rich in text with lots of signs and labels, including familiar words. This supports children's early reading skills and helps them to understand that print conveys meaning. However, the outside area does not have any posters, labels or number lines for children to refer to as they play. Therefore, they do not have all opportunities to develop number, letter or word recognition. Children enjoy drawing and older children show good early writing skills as they independently add their names to their drawings and paintings.

Staff promote children's early mathematical development as they use skilful teaching strategies in children's daily routines. They encourage children to count and develop an interest in space, shape and measure as they play indoors and outdoors. Staff introduce number language to younger children during nursery rhymes and during various play activities. They extend older children's thinking by introducing ideas of 'more' or 'less' and introduce simple addition and subtraction during their play. For example, staff play shop with the children and encourage children to add or subtract the money they have left over when buying pretend fruit and vegetables. This support enables children to develop an awareness of numbers in a natural and fun way and helps them to develop the skills necessary for starting school.

Children immerse themselves in creative and imaginary play using water, soil, dressing up clothes, pretend food, miniature people and animals. Children extend their play by adding new resources and developing ideas. For example, children pretend that they are shop keepers and doctors in the role play area. Children develop an awareness of others as they participate in a variety of religious and cultural festivals.

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

Children and parents receive a warm welcome from staff on arrival at the pre-school and each child has their own key person who helps them to settle. Robust settling-in procedures help children to form good, secure attachments in the pre-school. As a consequence, children have the confidence to explore and investigate independently. Staff promote children's personal, social and emotional skills well. They provide many opportunities for children to play together in small groups and to share and take turns. For example, children play cooperatively and imaginatively with the shopping baskets and pretend food. Staff encourage children by joining in and offering lots of praise. Staff are very good role models to the children as they are calm and supportive. Their positive attitude results in the pre-school having a very calm atmosphere where children feel relaxed and valued.

The pre-school's routine is very well organised so that staff are on hand to provide support for children's care needs. They encourage children to try things out for themselves, but offer support when needed. For example, children learn how to put on and take off their shoes independently and staff help younger children when necessary. Children manage their personal needs well, such as using the toilet and washing their hands. Being competent in these skills helps children to move smoothly to school. Children's behaviour is good because they know what is expected of them. Children learn how to stay safe as they practice regular evacuation drills, so that they learn to leave the premises quickly and in a safe manner. The police and fire service visit the pre-school and this extends children's learning about people who help them.

Children learn about healthy lifestyles. They enjoy helping prepare the fresh fruit and vegetables for snack and they help themselves to water when they are thirsty. Staff sit with children as they eat, helping make mealtimes an enjoyable social experience. Staff promote good hygiene practice at all times and reinforce the importance of good hygiene procedures, particularly hand washing. Children enjoy physical activities both indoors and outdoors. They enjoy playing in the garden and benefit from the fresh air and exercise. Children use a range of play resources to develop their physical skills, including push along toys, tents, chalks and a low-level balancing beam. However, older children do not have access to large portable apparatus that they can move safely with their friends to create their own structures to develop their physical skills.

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

Staff are well qualified, experienced and work together very efficiently. The manager makes sure effective procedures are in place to recruit suitable staff. The staff team has a good understanding of safeguarding procedures and knows how to make referrals to outside professionals if they have concerns about a child's welfare. Staff have attended child protection and first aid training. This means that staff know how to respond to any minor accidents or concerns. The premises are very secure and staff make good use of the robust risk assessments to quickly identify and address any potential hazards to children.

The manager leads the staff team effectively, involving them in regular staff meetings, appraisals and allocating areas of special responsibility. Effective self-evaluation procedures are in place, which include the views of staff, parents, children and other interested partners, such as advisory early years development workers. They all work together to drive improvement. Staff have addressed all previous actions and recommendations from previous inspections and there are clear plans for further improvements.

Staff work extremely well with other agencies, such as local schools, to promote continuity in children's care and learning. Staff share information about children's progress with the school teachers and this helps to promote consistency of care. Management and staff

have effective relationships with other agencies, such as speech therapists. Staff seek parents' views through questionnaires, surveys and regular discussions about the events of the day and children's progress. Parents spoken to during the inspection, report that they are happy with the quality of care. They feel that the staff are very good and kind and their children are happy at 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 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	140434
Local authority	Haringey
Inspection number	813984
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	46
Name of provider	Little Jewels Pre-School
Date of previous inspection	18/05/2011
Telephone number	020 8341 2733

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

