

Little Jays Pre-School

Roffey Football Club, Bartholomew Way, HORSHAM, West Sussex, RH12 5JL

Inspection date

27/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 encouraged to be creative as the staff provide a wide variety of different media for children to explore.
- Parents work with staff to support children's learning by continuing learning at home.
- Staff work well with parents and outside agencies to support children with additional needs to make good progress.
- Children settle very quickly and develop strong bonds with staff. All children make good progress in their learning and development in relation to their starting points.

It is not yet outstanding because

- Children do not have independent access to a wide range of resources to extend their outdoor play experiences.
- Staff do not regularly involve children in the daily routines to develop their independence and skills for the future.

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 sampled records and documentation relating to children's progress and the range of policies and procedures.
- The inspector discussed management issues with the manager.
- The inspector observed children's play and staff interaction both indoors and outside.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Teresa Elkington

Full Report

Information about the setting

Little Jays Pre-school is privately run and registered in 2013. It operates from one room in Roffey Football Club, Horsham. Children have access to an enclosed outdoor play area. The pre-school is open each weekday morning during term time only, from 9.15am to 12.15pm and 12.15pm to 3.15pm in the afternoon, with some all day sessions available. This pre-school is registered on the Early Years Register and is in receipt of funding for free early education for two, three and four-year-olds. There are currently 22 children on roll. The owner/manager has a level 5 qualification and the two other staff members both hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- extend the opportunities for children to explore a variety of resources to provide further challenge in their outdoor play, for example, during water play.
- involve children fully in the daily routines to develop their independence, for example, preparing snacks and setting the table.

Inspection judgements

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

All children are making good progress in all areas of learning. Staff actively promote children's individual skills and learning styles to enable them to reach their full potential. A good balance of activities enables children to be the prime instigators of their own learning. The effective use of observation and assessment enables staff to plan successfully for children's next steps in their learning. Staff work in partnership with parents so that parents can continue children's learning at home. They develop a joint approach to learning, which is fully reflective of children's changing needs. A system to monitor the progress of two years olds is fully in place. Key persons provide parents with a written summary of their children's progress across the prime areas of learning. This highlights children's strengths and helps staff to plan effectively to close any gaps in learning.

Children engage in a range of stimulating play experiences, both indoors and out, based on children's interests. They use a good range of technological equipment with skill, which supports their understanding of how things work. Children spend concentrated levels of

time playing at the computer and looking through binoculars to spot things in the sky above them. They thoroughly enjoy using a range of creative materials, which are well organised to enable children to decide what they need to freely express themselves. For example, children make masks, which they select and attach straws to so that they can hold them up to their faces, to become butterflies. Staff support children's listening skills well and extend children's play effectively. For example, children become thoroughly engrossed seeing how high they can throw the balls in the garden. Staff suggest the children make paper frogs and see how high the frogs can jump. Children listen carefully to the staff member as she gives them instruction on how to fold the paper. The children then see how high they can make their frogs jump by flapping another piece of paper. They become fully absorbed in the activity, which fully supports their listening skills as well as developing their small and large muscles.

Children's enjoyment of books is supported well. They have opportunities to look at books independently in the comfortable book area. They take books into the pop up dens in the garden, to look at them away from the energetic play of others. Children show confidence as they link sounds and letters, for example, as they find their names and place them on the registration board on arrival. Children's interest and use of number is promoted through a variety of hands-on activities. For example, older children enjoy experimenting with the electronic toy till, watching the numbers appear on the screen as they press the button. This encourages their growing awareness of numbers. Children enjoy looking at natural objects to compare different sizes and shapes. For example, they compare a selection of pebbles.

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

Children develop secure relationships with staff and their key person. These attachments enable children to settle quickly and feel at ease in this warm and caring environment. Children cooperate well with each other and work together during their play. For example, they readily share resources and are polite and respectful. Staff have high expectations of children and recognise their individual capabilities. They provide good support to enable children to understand how some of their actions may be upsetting to others. Therefore, children learn how to play alongside one another harmoniously. Children learn good health and hygiene routines, for example, they independently wash their hands prior to snack time. Children enjoy fresh fruit snacks, which staff prepare for them taking into account their dietary needs. However, staff do not always encourage older children to develop skills for the future by playing an active role in daily routines, for example, helping to prepare snacks or setting the table.

Staff help children extend their play experiences and manage their own behaviour appropriately. Therefore, children remain focused on the task and become engrossed in their learning. There is a good range of quality resources to support children's all-round development in the pre-school. Staff organise these well overall, for example, most resources are stored at low level to enable children to select from them independently. However, children do not always have access to sufficient resources outdoors to enable them to develop their play fully, as some resources are not made available to the children

routinely. Children are given gentle reminders about their own safety. For example, they are reminded that they may hurt themselves if they accidentally drop heavy objects. Children show care and skill as they use a range of small tools, helping them to develop their small muscles while understanding of the risks involved. Children thoroughly enjoy playing outdoors, which supports their awareness of a healthy lifestyle as they participate in a wide range of physical play activities in the fresh air.

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

An experienced and well-qualified staff team cares for the children. Robust recruitment procedures are in place. This ensures that children are cared for by staff that are suitable and committed to providing the best experiences for children. Staff demonstrate a good knowledge and understanding of child protection and how to safeguard children and there is a clear child protection policy in place. Ongoing training enables staff to be fully aware of the procedures that they should follow if they have a concern about a child. Staff complete comprehensive risk assessments to identify and minimise any hazards as they arise to support the safety of the children. Required documentation is in place, confidential and managed well to support children's well-being.

The pre-school demonstrates a good capacity to drive improvement. They have recently joined a quality improvement scheme to guide them in reflecting on current practice. This helps management to identify priorities for future improvement to support positive outcomes for the children. Parents express their views in a comments book and managers consider suggestions parents make. Managers identify staff professional development using annual appraisals and regular meetings. These help to determine any training needs.

Parents are encouraged to be partners in their children's care and development. They have access to a good range of information so that they are well informed about all aspects of the pre-school. Parents speak very positively about their pre-school. They comment on the nurturing and family orientated approach of the friendly staff team. They highlight how staff work with parents to, in particular, support children's developing language skills. Staff collaborate well with other agencies and early years settings to meet the individual needs of the children and foster a joint approach to children's care and learning. Children receive good support to prepare for their move to school. Visits from the reception class teachers, help children to make early links with their new school and allay any concerns that they may have. This helps children prepare for the next chapter in their lives.

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	EY456383
Local authority	West Sussex
Inspection number	899826
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	22
Name of provider	Jennifer Lea Staughton
Date of previous inspection	not applicable
Telephone number	07926 044 375

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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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