

Little Deers Pre-school

Deer Hall, Campden Park, Ringwood Road, Ringwood, Hampshire, BH24 4BU

Inspection date	11/07/2013
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children come into nursery well, they are happy, settled and are developing friendships as they play together.
- Regular use of the outdoor play areas promote children's physical development and provide them with plenty of fresh air and exercise.
- Staff have a clear understanding of safeguarding procedures and their individual responsibilities to help keep children safe.

It is not yet good because

- The indoor play environment is not effectively organised to offer children challenging and enjoyable play and learning experiences.
- Many staff are part-time, which means communication between key persons is not always effective to fully support children's learning and development.
- Systems to review and monitor staff practice are not sufficiently in place.

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 children's play and staff interaction, indoors and outside.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and the manager.
- The inspector took account of the systems used by the staff to evaluate the provision.

Inspector

Dinah Round

Full Report

Information about the setting

Little Deers day nursery moved to its current premises in 2001. It is a committee-run group and has sole use of a two-roomed hall in Burley, in Hampshire. Children attend from the local area, including Ringwood and Bransgore. There are outdoor areas for all ages. The nursery is open for 48 weeks of the year. It closes for two weeks in the summer and two weeks at Christmas. It offers full and part-time sessions between 8am and 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll in the early years age group. The nursery receives funding for the provision of free early education for children aged three and four years. There are eight staff working with the children, seven of whom have early years qualifications to at least level 3. The other member of staff is currently undertaking a qualification at level 2.

What the setting needs to do to improve further

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

- develop the key person system to ensure consistency in the approach to children's learning and development
- provide a challenging and enjoyable indoor environment for each child in all areas of learning and development
- implement appropriate systems to review and monitor staff practice.

Inspection judgements

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

Children are happy at the nursery. Staff interact with children in a warm and friendly manner, which helps children to feel settled and secure. Children take part in a reasonable range of activities and play opportunities that generally keep them occupied. Staff make good use of the outdoor play environment to provide a variety of learning experiences, which adds to children's enjoyment. However, the indoor play environment is less inviting, and does not provide children with a stimulating learning environment. For example, the role-play and book areas have limited resources. As a result, children lose interest and do not engage in purposeful play. Staff use suitable systems to help them assess and monitor children's progress. Generally, this information is used appropriately to help staff support children's future learning. Planning adequately covers all areas of learning and overall,

provides appropriate play activities that contribute towards children's development. As a result, children are making satisfactory progress in their learning and development in relation to their starting points.

Staff have implemented systems to complete the progress check for children at age two, working closely with parents so they are fully involved in the process. An appropriate key person system is in place, where key staff link with parents to support children's individual needs. However, information sharing between the part-time staff is not effective to ensure that there is consistency in the approach to all children's learning and development. For example, older children take turns to count numbers of children in a group activity, but some staff do not continue the activity when children show an interest in doing more counting. This hinders children's learning. Parents receive sufficient information about their child's care and learning, and are aware of the records the nursery keeps to support children's learning.

Overall, children are generally beginning to learn the skills they require to support future learning. They show growing independence as they learn to do things for themselves, such as pouring their own drinks at snack time. Babies and young children develop confidence as they move around and explore their surroundings. They enjoy feeling the water on their hands in the water tray outside and using brushes to make marks with paint. Staff interact appropriately to help develop children's communication and language skills. Older children happily chat together with their friends as they create models from the various boxes and materials. They are confident to approach staff when they need some help, such as asking for a towel to dry their hands. Children join in songs and rhymes, which helps raise their awareness of sound and rhythm. Staff organise various games to introduce children to size, shape and pattern. For example, children enjoy matching the different coloured shapes to the corresponding colour on the rainbow material. Children use their senses to explore and investigate. They have fun digging in the soil outside and hunting for mini-beasts as they use spades and scoops to transfer soil into different containers. Some children decide to make cakes and proudly show others their creations. Staff praise children's achievements and take a photograph of their cakes, helping to boost children's self-esteem.

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

Children are building trusting relationships with staff and other children. Key staff have responsibility for particular children and liaise with parents to gain information to help children settle. In general, they link with other staff to support children's individual needs appropriately. Separate areas are provided within the nursery for the different age groups of children. This means that children are able to move around freely in their play. Resources are suitable to support children's learning and development with a selection of toys and play equipment stored at child-height. This allows children to make some free choices about their play.

Staff use appropriate behaviour management strategies to develop children's understanding of how to behave. For example, children know that they need to 'walk'

when playing inside and that 'running' is for when they are outside. Consequently, children are beginning to take responsibility for their behaviour. Staff encourage children to find a job to do at tidy up time and children co-operate well. They make use of signs, such as putting their hands in the air to get children's attention, and generally children listen well. Staff understand their responsibilities to keep children safe. They carry out regular risk assessments and daily checks of the premises to help identify and minimise potential risks to children. As a result, children are able to move around the play space in safety. Staff ensure all children have suncream and hats on before going outside, and position a parasol to provide shade for the younger children. This helps to protect children from the sun.

Children are familiar with the daily routines. Older children know that they need to wash their hands before eating to help get rid of germs. Children benefit from the provision of healthy snacks, with hot meals delivered to the nursery at lunchtime from the local school. Staff make sure that children's individual dietary needs are taken into account and met. Staff and children sit together at meal times making it a social occasion where they chat about the children's day. Children enjoy daily outdoor play to increase their physical skills. They show control as they use wheeled toys, and balance and climb on the climbing frame. This means children benefit from regular fresh air and exercise.

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

Staff have a satisfactory understanding of the Framework for the Statutory Early Years Foundation Stage learning and development and safeguarding and welfare requirements. The management is currently updating policies and procedures to support the running of the nursery. Clear recruitment and vetting procedures are followed to check that staff are suitable to work with children. Staff are familiar with the nursery's safeguarding policy and procedures. They have attended training to help them know what action to take in the event of a safeguarding issue. This helps support children's safety and welfare. The required staff: child ratio is appropriately maintained, with bank staff employed to cover any staff sickness. The management ensures there is always a member of staff present who has a first aid qualification and has received training on food hygiene. Staff induction, alongside regular staff meetings helps towards the staff's understanding of their roles and responsibilities. A recently introduced staff rota contributes towards ensuring that staff are suitably deployed to support children's needs. This helps the daily routines to run smoothly.

There are some procedures to monitor and evaluate the provision. The new manager has developed a suitable development plan to help bring about improvement. Although some changes have been implemented, the manager is not sufficiently monitoring staff practice and the delivery of the educational programme. This impacts on the learning and development opportunities offered to children. No formal appraisal systems are yet in place; however, the manager has discussed the staff's training needs and has organised specific training. This includes two training sessions on observation, assessment and planning to help support the staff's continual professional development. The manager links

with her local authority development worker for advice and guidance. This has helped to focus on ways to develop the provision. Parents have opportunities to share feedback about the nursery, such as making comments on the tear off slip provided at the end of newsletters.

Staff work in partnership with parents and others involved in children's care. They liaise with external agencies to help provide children with any specific support needed. Parents receive appropriate information about the nursery through the parent's information leaflet, regular newsletters and ongoing communication. Staff help prepare children for the move onto school, such as developing their independence in fastening buttons and doing up zips on their coats. Teachers from the school visit the nursery to see the children in the setting and talk with key staff. This helps make children's move from the nursery to the reception class an easier one.

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

Unique reference number	509539
Local authority	Hampshire
Inspection number	925392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	40
Name of provider	Little Deers Pre-School Committee
Date of previous inspection	08/03/2011
Telephone number	01425 404167

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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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