

Little Lanes Pre-School Limited

The Maybury Centre, Board School Road, WOKING, Surrey, GU21 5HD

Inspection date

Previous inspection date

16/09/2013

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

- Staff have a good knowledge of children's individual needs and development which they use to help children make good progress.
- Children are motivated and independent learners due to the good range of indoor activities and resources and the good support they receive from staff during their play.
- The manager provides staff with on-going advice and support which helps them evaluate the quality of the provision, develop their practice and make on-going improvements to the provision.
- Staff work well in partnership with parents and other agencies and introduce initiatives that encourage parents involvement in children's learning.

It is not yet outstanding because

- The outdoor play resources do not always provide children with challenge, which reduces the opportunities for them to practise and extend their physical abilities.
- Staff do not always provide opportunities for children to learn the sounds of letters in all activities and for older children to write their name to support the skills they need for the next stage in their learning.

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 activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the indoor and outdoor play areas.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Little Lanes Pre-School is privately managed and is one of two provisions registered under the same organisation, Little lanes Pre-School Limited. It registered in 2013 and runs from the Maybury Centre in Woking, Surrey. There is an area available for outdoor play. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The provision is in receipt of funding for the provision of free early education to children aged two, three and four years old. The provision is open each weekday from 9am to 12 noon, term-time only. The provision supports children with special educational needs and/or disabilities and supports children learning English as an additional language. There are 14 children in the early years age group on roll. Four staff, including the manager are employed on a full-time basis. The manager holds an Early Years Professional Status qualification. Two other staff have appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend the range of outdoor resources available to provide children with challenge and extend their physical abilities
- strengthen the opportunities for children to learn the sounds of letters in all activities and for older children to write their name to support the key skills they need for the next stage in their learning.

Inspection judgements

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

All children, including those with special educational needs and/or disabilities and those learning English as an additional language make good progress in relation to their developmental starting points. Staff have a good knowledge of children's learning and development. Staff know what arouses children's interest and offer support as they help them find resources and set up activities. For example, staff provide shaving foam, which children enjoy exploring and creating patterns using their hands. Consequently, children are beginning to focus their attention for short periods of time and show confidence as they use the resources independently. Staff fully embrace parents' involvement in their children's learning. They encourage parents to stay to help new children settle and use this time to get to know children really well. Some staff talk with parents in their home

languages, such as Punjabi, which helps children and parents know what to expect and keeps them well informed about how they can support children's learning at home. Staff make good use of observation and assessment to identify and share children's achievements and the next steps for their learning with parents. This is on a daily basis and within the progress summaries for children aged two to three years. During the inspection, parents' positive comments show that children make rapid progress in relation to their developmental starting points. The provision uses home liaison books to record next steps for children's learning and encourage parents to contribute their observations of children's progress at home. Parents are invited to attend a 'key person of the week time' to talk with staff about their children's progress. The manager regularly reviews the success of parental involvement and introduces new initiatives.

Staff plan a range of activities that help focus children's attention. They discuss and agree adult-led activities such as circle times, golden rules and family customs. The themes relate to children's interests and provide good opportunities for them to express their feelings. Weekly activity plans include clear learning intentions, of which staff have a clear understanding. Staff join children at activities and develop their ability to communicate as they ask questions. Staff plan to introduce 'show and tell' activities, which will help new children who are learning English as an additional language to talk and develop their vocabulary. Children show good hand and eye co-ordination as they decide to squeeze modeling dough through a plastic dog to create 'hair' and 'tongues' and use scissors to cut them off. They persist at these activities, concentrate well and choose to use them in different ways. Staff organise and lead large group physical activities at the end of each session that help children experiment with different ways of moving. For example, children enjoy taking part in parachute games and moving to music. They laugh with pleasure as they run under the parachute and as staff encourage them to hide. However, staff do not always set up the small outdoor play area with resources that help children negotiate space and develop skills, such as going around, under, over and through climbing equipment. Consequently, children do not always have access to a wide range of outdoor play equipment that provides them with challenging experiences. This reduces the opportunities for them to practise and build on their existing physical skills. Children develop self-care skills as they find and put on their coats before playing outdoors. Children are very keen to help tidy up as they look for dustpans and brushes in a cupboard and work together to sweep up the sand.

Staff make good use of books to help children feel settled and get involved in activities. Children enjoy listening to stories. They develop early writing skills as they play with dried lentils, shaving foam and paint on a low level easel. Children learn to recognise their name through self-registration and confidently find their own name cards. However, the activity planning does not provide enough opportunities for children to learn the sounds of letters and begin to write their name. Consequently, staff do not always fully extend this area of learning to help them fully develop the skills they need for their future. Children learn about how things grow as they plant and look after sunflowers and beans. Staff help children work together as a group to make designs from junk resources, such as a train in relation to a theme on transport. They plan a good range of activities that encourage children to use their imagination, such as during the regular music and movement sessions.

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

Children behave well and play together co-operatively. This is because staff communicate with them in a positive way that encourages them to learn together and from each other. Staff are good role models and involve themselves effectively in children's play, responding in a positive way to their suggestions and ideas. Consequently, children are inquisitive and independent learners who show enthusiasm for everything on offer. For example, some children concentrate for long periods when exploring dried lentils and using the modelling dough. Parents provide snacks and drinks for the children that take account of their individual dietary needs. Staff have recently reviewed this arrangement and plan to provide the snacks themselves, so that children have a variety of fresh fruit. Staff promote children's good health through providing plenty of opportunities for them to be active indoors. Children benefit from plenty of fresh air as they use activities such as water and sand in the outdoor play area. Staff remind children to wash their hands before eating and after using the toilet, which helps prevent the risk of cross infection.

Staff embrace children's on-going achievements and interests, and provide them with a good range of indoor resources that promote their enthusiasm for learning. Children particularly like playing in the sand and water available in the outdoor play area. They also enjoy using the remote controlled and battery operated toys, which help them discover how things work. Staff carefully consider to how they present the resources so that they are easily accessible and interesting for children's use. This enables children to make their own decisions as they choose and use them independently. For example, they take the lids off jam jars and develop their sensory awareness, as they smell the contents, such as coffee, fresh herbs and pine needles. Children learn about their own safety because staff give them clear guidance during activities. For example, staff remind children to use 'their walking legs' while playing indoors and how to use scissors safely. The manager tracks children's home languages such as Polish, Urdu, Punjabi and Nepalese. She sends letters to parents about the provision's aims for working in partnership and how the staff encourage children to use their home languages in their play. There are plans in place to display words in all languages and use them in good morning and goodbye songs with the children. Some staff communicate with children in their home languages as well as English, which helps all children learn about differences in society. Staff ask parents to provide words that they use at home to further promote all children's cultural awareness. There is a good range of resources that reflect diversity, such as a prayer mat and pictures of mosques. Staff complete transition forms for their key children, with information about their next steps for learning and their individual needs. They pass this information onto children's next provision, such as school. Staff and teachers complete exchange visits before children start school, which builds a positive relationship and helps children's moves between provisions to go smoothly.

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

Staff have a good knowledge of child protection procedures. They regularly talk to outreach workers, and work together effectively to monitor children's welfare. The manager regularly reviews staff understanding of child protection policies and procedures, to ensure their effective implementation in everyday practice. All staff have had appropriate checks completed to help ensure they are suitable to work with children. Children are safe and secure in the premises. Staff complete daily checks and ensure internal and external doors are kept locked when children are present. They complete risk assessments and adapt the layout of the main play areas to identify and prevent safety hazards. For example, the recent relocation of a low level activity partition has helped to create more space and prevent children tripping. Staff are aware of the slope into the outdoor play area and make sure that children do not use wheeled toys near to the entrance area to reduce the risk of accidents. Staff supervise children well at all times, to maintain their safety.

The provision meets children's individual needs well because the manager communicates effectively with staff and parents. She uses robust recruitment and induction procedures to ensure staff understand their roles when they first start working at the provision. The manager talks to staff individually every six weeks to identify their strengths and weaknesses, and areas for future training. She works as part of the staff team and uses her own observations and feedback to give staff clear direction about how to adapt activities. Consequently, this approach enables good support for children's individual developmental needs and effectively promotes staff development. The manager and staff work well together to drive continuous improvement and enhance the quality of the provision. They continually evaluate their practice. For example, since registration, the provision has established an open and honest relationship with parents. This successfully helps parents to feel comfortable about coming into the provision and talking to staff. Staff have become confident with systems that track children's progress, due to the clear guidance the manager provides. There are plans in place to improve the outdoor play area, create an outdoor mud kitchen and obtain a computer.

The provision establishes good partnership with parents and other agencies. They talk to other early years provision that children attend and outside agencies that support the children and their families. These include funding co-ordinators, outreach workers and children's centres. This communication helps to provide children with continuity and helps staff understand children's home lives and meet their individual needs. During discussions, parents comment they are extremely happy with the provision. For example, they say that the small size of the pre-school means that children get more time to spend with the teachers. They feel children make excellent progress, become more confident communicators and greatly enjoy their time in the pre-school.

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	EY460694
Local authority	Surrey
Inspection number	907865
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	14
Name of provider	Little Lanes Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07525419461

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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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