

Little G's Pre-School

Unit 8, Chorley West Business Park, Ackhurst Road, CHORLEY, Lancashire, PR7 1NL

Inspection date

03/10/2013

Previous inspection date

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

- Children enjoy warm relationships with the manager and staff in the nursery. This helps children develop confidence and feel secure.
- The provider has a good knowledge of the support services for children with special educational needs and/or disabilities and sound links with the local authority to help ensure all children and families are supported effectively.
- Children are appropriately protected as the provider has a sound understanding of safeguarding issues and effective procedures in place to ensure children's safety. Children easily access a wide range of resources in a clean, bright play and learning environment.

It is not yet good because

- The evolving system for observation, assessment and planning is not fully embedded to ensure all information gained from observations of children's learning are used fully effectively to plan suitably challenging activities to help children make even better progress.
- Opportunities for parents to comment on their children's achievements and to work together with staff are not fully explored in order to fully involve them in their children's learning.
- The nursery does not set clear targets for further improvement that can be effectively monitored and shared with parents to help drive continuous improvement.

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 nursery.
- The inspector held meetings with the manager and provider and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents talked to on the day and in the nursery's feedback.

Inspector
Mary Wignall

Full Report

Information about the setting

The Little G's Pre-School Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey premises in the Chorley area of Lancashire and is managed by Little G's Pre-School Limited. The nursery serves the local area. The nursery accommodates children aged less than two years on the first floor, which is accessed via a wide internal staircase. It operates from two main rooms and has an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold an appropriate early years qualification, including one at level 6 and two at level 3. The nursery opens 7.30am to 6.30pm Monday to Friday all year round. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- embed the new observation, assessment and planning systems to ensure that the information gained from them is used effectively to plan suitably challenging activities that support children's individual needs across all areas of learning.

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

- improve the opportunities for parents to comment on their children's achievements to enable them to work together with staff in order to fully involve them in their children's learning
- use monitoring and evaluation systems to help identify the nursery's strengths and weaknesses and to develop improvement plans with clear targets to share with parents in order to drive further improvements that support children's outcomes over time.

Inspection judgements

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

Children are confident to explore the toys and their surroundings as the staff show enthusiasm and interest in their choice of play. Children are active as they walk and crawl to discover what they can find around them. Staff stay close to young children, reassuring and encouraging them to discover what is available for them to play with. They use sound teaching techniques as they talk and play alongside children, modelling how toys work or how to turn pages of the books.

Planning and assessment of children's learning is sound overall. The manager and staff take time to get to know both the children and their families. They find out from parents what their children can do at home and use this to plan appropriately for each child to help ensure that children make steady progress in their learning. The manager has a sound understanding of how children learn. As the nursery is growing in numbers and more staff are being employed, the manager is currently making improvement to the observations, assessment and planning systems. This is to make the information more accessible to all staff and parents and to ensure that it is used more consistently to plan for the next stages in children's learning. However, the system is in its infancy and is yet to have a full impact, which means children are not currently making the best possible progress in their learning. The staff ensure parents are fully informed about what activities their child does in nursery by giving both verbal and written daily feedback. However, they are less effective in ensuring that parents have regular opportunities to share their comments on children's achievements, this means they are not fully involved in children's learning.

Children are developing sound communication skills as the staff recognise and respond to their young voices. They sit together on the floor looking at books or playing with toys. Staff talk to children about what they are doing. This helps gain children's attention and enhances their understanding of words and language. They point to pictures in books saying the corresponding word to extend children's understanding and vocabulary. They make reading fun as they look at pictures of animals and playfully demonstrate the different sounds each make. Children listen with interest. They are confident to use their voices as they enjoy babbling and making different sounds. Staff skilfully 'tune in' to their young voices as they follow their lead in play. The manager has a keen commitment to develop all children's communication skills. The nursery have developed a range of visual aids to help all children express themselves. These include a picture exchange system, which is particularly useful for children who are non-verbal or who have English as an additional language.

The nursery's wide range of attractive and easily accessible toys and resources encourage children to make full use of the space available. Children confidently walk or crawl to different parts of the nursery to discover new things to play with. They show persistence in their learning as they repeatedly pick up toy coins to slot into the toy 'piggy-bank' money box. Staff use good teaching techniques as they hold the box steady for the children. They count one to three to increase the fun and learning for children. Children

learn about how things work as they open and close the lid to find the coins already in the box. Staff count them as they take them out ready for the fun to start again. Consequently, children are developing some of the necessary skills to support their next stage of learning.

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

Children display a sound sense of belonging as they make full use of the toys available in the nursery. They are fully supported by staff as they wake from a restful sleep. Staff give time for children to fully wake, offering drinks and cuddles to help them feel ready to play again. They constantly reassure children by talking sensitively to them about what they are doing. A key person system works well and children demonstrate their warm relationships with staff as they take toys to them to play with them together. They comfortably sit close to staff and regularly give eye contact and chatter to them in their play. Consequently, they form secure emotional attachments to support their health and well-being.

Staff plan appropriately for children's personal, social and emotional development. They find out from parents children's home routines in order to offer children consistent experiences in the nursery. For instance, they find out about children's sleeping and eating routines and share daily information about children's care in the nursery. Staff use useful resources to help children learn and understand how to manage their feelings and behaviour. For instance, they have pictures on display of children's faces representing different emotions. They use these with children to talk about different emotions and the effects they have on individuals. Consequently, children are learning how to behave and play positively together.

Children learn about safety in planned activities, such as fire drills. Staff ensure young children develop confidence in their developing physical skills. This helps them explore their environment safely. For instance, as young children eagerly practise their developing walking skills, staff talk calmly to reassure them. They use fun words and playful expressions to enhance their sense of achievement. For instance, they use words, such as 'wobbling' and 'whoops', as they encourage children to notice how their body is moving. Children respond to the staff's calm encouragement as they learn to take risks safely. They show pleasure in practising their developing physical skills as they pull themselves up to standing position to reach an exciting electronic book that has caught their interest. They display increasing dexterity as they try to push buttons on the book to make different noises. When rewarded with a noise or tune they show pleasure in moving in time to the sounds. Staff encourage children to express themselves as they model how to sing and dance to the different tunes. Children regularly play outside to explore the natural world. They plant vegetables, such as tomatoes, as they learn about where food comes from and enjoy the benefit of fresh air and exercise. This promotes their good health.

Staff ensure children are suitably prepared for their transitions within the nursery by ensuring they are familiar with both rooms of the nursery and all staff. The nursery

exchanges information with other settings children may also attend to help ensure consistency and continuity for children's care and learning.

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

The provider and staff have a sound understanding of safeguarding issues. The nursery has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. The safeguarding policy is shared with parents and includes reference to the appropriate use of mobile phones. This helps to ensure children are appropriately protected in partnership with parents.

Staff recruitment procedures are in place to ensure staff have appropriate qualifications and are appropriately vetted. Procedures for staff recruitment, induction and appraisals are in place and these help to ensure that staff understand their roles and responsibilities, and can implement the nursery's policies appropriately. This includes implementing the safeguarding policy and ensuring any risks are properly assessed to help ensure children's safety. All potential risks are appropriately identified and reviewed regularly to help ensure the premises and equipment is safe and suitable for use. Daily checks on the outdoor play space are recorded to help monitor children's safety effectively when playing out.

The provider has a sound understanding of their responsibility to monitor the learning and development requirements. They work together with local authority workers and other professionals to review and revise the ways they plan for children's learning. The provider has a clear vision for quality, especially regarding the nursery's clear commitment to working with parents in supporting all children. They use their knowledge and experience of supporting families and children with special educational needs and/or disabilities to plan an inclusive play and learning environment. They fully support families in seeking any external help from other professionals to help ensure that all children receive any additional help they may benefit from. The provider has good links with the local inclusion team and is developing a range of resources to support children with special educational needs and/or disabilities.

The provider works closely with local authority workers, other professionals and nursery owners to help her evaluate her service. They are keen to involve parents and have recently introduced parent's questionnaires to help inform their evaluation of their provision. However, self-evaluation procedures are in their infancy and are yet to be used consistently to help identify the nursery's strengths and weaknesses. This means there is not a clear development plan to help drive and secure further improvements to benefit children.

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	EY460341
Local authority	Lancashire
Inspection number	912921
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	17
Name of provider	Little G's Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07547128838

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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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