

# Little Learners Pre-School (North Harrow)

Gateway House, North Harrow Car Park, Pinner Road, North Harrow, Middlesex, HA2 7TA

<b>Inspection date</b>	14/10/2013
Previous inspection date	04/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent understanding of the Early Years Foundation Stage. They precisely observe and assess children, identifying their preferred style of learning and their current interests. They skilfully use these to provide an outstanding range of activities that fully engage and stimulate them.
- Partnerships with parents are exemplary. The pre-school fully values the role of parents in their children's learning and development and ensures that they are regularly consulted and kept informed about their children's ongoing progress.
- Staff are very enthusiastic, highly motivated, caring and fully involved with the children. Therefore, children are confident, happy individuals who learn and achieve.
- Children's behaviour is outstanding and they play happily together. This is because staff are highly impressive role models and use consistent and clear boundaries to help children to understand and follow the positive 'golden' rules of the pre-school.
- The pre-school is exceptionally well led and managed. Expectations are high and there is a strong commitment to provide a high quality provision for the benefit of the children attending.

## 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 a range of activities the both the indoor and outdoor environment.
- The inspector held a meeting with the owner and manager and spoke to children's key persons as appropriate during the inspection.  
The inspector looked at children's learning journeys, planning, documentation, the self-evaluation form and a selection of policies, children's records and staff suitability records.
- The inspector carried out a joint observation with the manager.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Lorraine Pike

## Full Report

### Information about the setting

Little Learners Pre-school (North Harrow) is part of a group of nurseries run by Little Learners Pre-School (United Kingdom) Limited. The pre-school was registered in 2010 and operates from a community centre, located in North Harrow station car park, in the London Borough of Harrow. Children have access to a hall, enclosed outdoor play area and toilets all on one level. The setting is registered on the Early Years Register. There are currently 15 children on roll. The Pre-school is open each weekday from 9am to 12 noon, for 38 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The staff support children who are learning English as an additional language. There are five members of staff employed to work with the children, of these, two members of staff, including the manager, hold an early years qualification at Level 3, one member of staff holds a Level 2 and one is unqualified. The owner holds Early Years Professional Status. The pre-school receives advice, support and training from the local authority.

### What the setting needs to do to improve further

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

- provide further support for children's early literacy skills by providing clear written labels, in a range of languages, on the resources that children access independently.

### Inspection judgements

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

Children can choose from an immense breadth of stimulating, high quality resources and children show that they feel extremely safe and secure as they freely move around the fantastic indoor and outdoor spaces. For example, children enjoy weaving in and out resources as they push buggies and wave to their friends and staff as they go.

Children benefit from exceptionally enthusiastic staff who provide individual attention for all children. They encourage children's independence and instil a 'have a go' approach which prepares them exceptionally well for the next stage in their learning.

Staff offer children excellent ideas to help children complete a range of puzzles. For example, they suggest linking the picture to the puzzle piece. They answer children's questions honestly and sensitively which helps them to develop a greater understanding of the world. For example, staff explain the role of the police in an age-appropriate manner

when children have inquisitive questions. Staff praise the children for their achievements; so that children are motivated and enthusiastic learners.

Staff are skilled in supporting children's creative thinking and problem solving skills. For example, children enjoy discovering which toy vehicles will fit under a bridges of varying size. Staff wait for children to solve the problem themselves before they skilfully intervene to expand upon children's knowledge and challenge them further, using thought-provoking, open-ended questions. This teaching means that children make excellent progress compared to their starting-points.

Children demonstrate fantastic mathematical skills as they learn how to sort different coloured toy animals into the corresponding coloured bowls. Staff are excellent role models for children as they demonstrate clearly what is required. They provide realistic challenges to extend children's learning. For example, staff introduce large rubber tweezers to pick up the small toys so that children gain a new skill and develop their manual dexterity as they concentrate to use the tweezers.

Staff support children's language and communication skills very effectively so that all children make excellent progress compared to the starting-points. Staff talk to children about what they are doing, introduce new vocabulary and ask them questions that extend their thinking. They help children who are learning English as an additional language, and those who find understanding verbal language difficult, by using key words and pictures as visual support for spoken language. They take time to ensure that all children understand and feel included in all activities.

Staff plan an extensive programme of challenging and interesting activities for all children to cover all areas of learning, both indoors and outside. Staff establish what children can do when they first start in pre-school by talking with parents and asking them to complete a 'My unique child' document for their child. Children's key workers use observations to make accurate individual assessments of children's progress which they use to plan stimulating activities to support the next steps in every child's learning and development. Comprehensive assessments are prepared for the progress check for two-year-old children to ensure that all children are developing at the expected rate.

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

Staff provide children with nurturing and caring support, which ensures they are relaxed and happy and able to engage readily in the many stimulating experiences that staff offer them. Staff give praise and positive affirmation to children throughout their session, which encourages their confidence and self-esteem. They display children's work so that children develop pride in their achievements and know that their work is valued.

Arrangements to help children settle into the pre-school and to build secure emotional attachments with their key person are highly effective. Parents and children make a number of visits to the pre-school prior to starting so that children become familiar with the pre-school and staff are able to plan activities to meet the children's needs and

interests as soon as they start. Parents have regular contact with their child's key worker and this helps to build extremely positive relationships between home and pre-school, which then contributes to children's sense of security and well-being.

Children are active. They develop their physical skills as they assertively use the equipment in the garden and indoors to develop their balance and muscle control. They learn to stretch, climb, cycle, jump on stepping stones and negotiate space as they confidently move around. They learn to take reasonable risks in their play which supports their growing understanding of safety. In addition, children are invited to participate in daily yoga sessions that help them develop the habits of a healthy lifestyle.

Children are provided with very healthy snacks and are able to help themselves to water throughout the session, so they do not get thirsty. The staff provide children with an abundance of opportunities to learn about the importance of healthy eating. They discuss why the food they eat at pre-school is good for them and children learn how to prepare the fruits and vegetables as staff show them how. Staff also take the children to the local grocery store to select healthy foods that are served for snacks. Consequently, children understand the types of food which are good for them.

Children behave exceptionally well. Staff set clear consistent boundaries and encourage the children to behave in a positive and respectful manner by introducing 'Golden rules'. Children learn about keeping themselves safe through excellent support and guidance from the staff. Most children are able to wash their hands independently after using the toilet and before eating. Children walk carefully holding a member of staff's hand as they know the safety rules and why they need to walk sensibly.

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

Leadership and management of the pre-school is inspirational. The manager and owner have worked exceptionally hard since the last inspection to ensure the pre-school has made superb progress, demonstrating excellent capacity to improve even further. There is a strong sense of team work between the staff, along with immense support from members of staff from the other branches. This means that the standard of practice within the pre-school is very high and all children receive an exceptional experience.

Staff demonstrate an excellent understanding of their individual roles and responsibilities because they receive extensive training and strong leadership. Children flourish because staff implement all the requirements of the Early Years Foundation Stage highly effectively. They make consistently accurate assessments of children's progress and the educational programme is very well monitored. The manager uses an effective tracking system to ensure that children are covering all the areas of learning and that all are meeting or exceeding their expected levels of development. Where gaps in learning are identified, staff are quick to respond by providing focussed activities to help children develop their skills.

A thorough self-evaluation system is in place to highlight the pre-school's significant strengths and any areas for development. There is an impressively comprehensive system in place for reflecting upon practice and reviewing provision, including quality audits and regular observations of practice by the manager and owner. Regular team meetings ensure that training is disseminated and good practice shared.

Rigorous strategies are in place to safeguard children. All required policies and procedures are robust and they successfully underpin excellent practice as all staff are clear about the standards to which they must work. The manager and owner have an exceedingly good understanding of their responsibilities in meeting the safeguarding and welfare requirements and ensure staff suitability. Since the last inspection, they have worked extremely hard to address weaknesses. As a result, all staff are trained and have an excellent understanding of local safeguarding procedures to keep children safe and deal with allegations of abuse. The manager regularly tests staff safeguarding knowledge to ensure that correct procedures are fully understood by every staff member. The comprehensive recruitment and vetting procedures are designed to ensure that only those suitable to work with children are employed at the pre-school. Induction procedures are in place for all staff and students. These provide individuals with a clear understanding of their roles, responsibilities and the expectations placed upon them while working within the pre-school.

Thorough daily and termly risk assessments are carried out and highlight any potential hazards which are swiftly dealt with. Staff practice is observed by the manager who gives regular feedback to support the staff's ongoing professional development. All staff are paired up with another senior member of staff who acts as a mentor to improve practice. Consequently, the team are highly reflective and practice is consistently improving. The manager carries out an annual appraisal with each member of staff and supervision meetings are carried out every half term. As a result, staff morale is extremely high and individuals are supported to provide excellent learning experiences for all children.

Staff provide high quality support to prepare older children for their move to school. There is regular liaison with, and visits from, the schools to which children transfer. In addition, key persons complete a detailed review containing relevant information about children's needs and interests which ensures greater opportunities for children's continuity of care, learning and development when they move.

Very effective partnerships with parents and other professionals make a strong contribution to meeting the needs of children. Staff have an excellent understanding of the importance of partnership working and they work closely with the appropriate external agencies should children require additional support. They work extremely closely with parents to keep them informed about their children's learning and development. Staff frequently share children's 'Learning journey' records of progress with parents and they encourage parents to share information about their children's achievements at home through frequent 'Parent share' records. In addition, parents are invited to attend regular coffee mornings which allows them to build strong relationships with their child's key person and other parents. This close partnership approach ensures that parents are fully included in their children's learning and that both parents and staff are able to provide the best possible support for children. Consequently, all children are making fantastic progress

towards the early learning goals.

## 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

<b>Unique reference number</b>	EY417594
<b>Local authority</b>	Harrow
<b>Inspection number</b>	816485
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	0
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Little Learners Pre-School (UK) Ltd
<b>Date of previous inspection</b>	04/04/2011
<b>Telephone number</b>	07956 286572

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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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