

The Little Owl Pre School

Employees Social Club, 2 Earley Gate, Whiteknights, Reading, Berkshire, RG6 6AU

Inspection date

07/11/2013

Previous inspection date

13/06/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 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 requires improvement

- Children settle quickly, they are happy and relate well to each other and the staff
- Staff form positive relationships with parents and exchange information with them daily. This helps to promote consistent care and learning experiences for children.
- Children enjoy a broad variety of activities which encourage their development across all areas of learning.

It is not yet good because

- The leadership and management team including the committee are currently in the process of developing a sound knowledge of the requirements of their roles, they do not fully understand all requirements of the Statutory Framework for the Early Years Foundation Stage, to enable them to support managers fully.
- Children's independence is not always encouraged well, for example at mealtimes.

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 the premises and resources with the co supervisor.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff.
- The inspector spoke to parents.
- The inspector discussed the provider self evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

The Little Owl Pre School registered in 1989. The pre-school is managed by a committee of parents and operates from a hall in the Employees Social Club at Earley Gate, situated on Reading University campus. The pre-school is open every weekday from 9.15am to 12.15pm, term time only. There is an enclosed outside play area for the children to use. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll and all are in the early years age range. The pre-school caters for children of staff and students of the University and the wider community. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six staff who work with the children, five hold a recognised childcare qualification.

What the setting needs to do to improve further

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

- improve the knowledge of all committee members with regards to the Statutory Framework for the Early Years Foundation Stage, in order that they can provide appropriate support to all staff to support improvements in staff practice

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

- improve opportunities for children to develop their physical development and independence at snack times, for example by helping to prepare snack and pour their own drinks.

Inspection judgements

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

Staff provide interesting and challenging experiences across all areas of learning to encourage the children to develop their interests and skills. Children are responsive and enjoy opportunities to undertake both planned activities and also make their own choices. Staff know what activities particular children like and use this to engage them in conversation and activity. The children paint colourful pictures and take pride in their creations. Staff talk to them about the pictures and make sure they are labelled. This helps the children to feel their work is valued and important. Children use the computer with increasing skill and confidence. A planned activity such as making diwali lights provides an opportunity for children to share their culture with their playmates. Children

listen attentively to stories, and participate enthusiastically in action songs. These activities encourage their imaginations and understanding of language. Staff are receptive to the children, they listen attentively, show expression in their faces and gestures and model language well. They ask 'What will happen if'." This type of question makes children think and experiment. Staff naturally use mathematical language in their conversations with children. This helps to develop the child's awareness of size, position, shape and size. Children use crayons and chalk to make marks, they watch attentively as adults write their names. They enjoy role play and small world play as they act out real life and imaginary experiences both indoors and in their outdoor play. Magnifying glasses provide an added interest in the garden as the children look at grass and spiders webs.

Key people know their children well; they observe and monitor progress well. Parent's knowledge of their children is valued and provides a base line for the staff assessment of progress. Records indicate children make good progress from their starting points. They use their observations and assessments to plan next steps on an individual basis. The staff take care to ensure children who learn English as an additional language have good opportunities to develop their English language through 'one to one' time. They also understand the importance of valuing what the child may already know in their first language.

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

Children develop secure attachments to their key person. This enables the children to develop happy confident relationships in the preschool. Staff are vigilant and monitor children's behaviour ensuring children learn how to behave in a caring and considerate way to each other. They learn to share, take turns and recognise feelings. The staff are positive role models acting calmly and gently in their interactions with the children.

Staff understand how to keep children safe. They know children need to learn safe behaviours and become aware of potential dangers. However, they do not always encourage their independence sufficiently. For example, at snack times children do not always use cutlery to prepare their snack or use the jug to pour their drinks. Adults do it for them. Staff are supportive when children are toilet training and work in partnership with parents to do this. Many children independently manage their own toileting needs and show awareness of good hygiene routines. Staff talk to the children about healthy eating as they enjoy their fruit snacks each day. However, staff do not promote children's well during some everyday routines, for example at mealtimes staff tend to serve children's food for them. Children have opportunities each day to enjoy fresh air and physical activity as they play in the large garden. They ride tricycles confidently, push friends along and enjoy following the pathway. Some children climb and show increasing coordination as they accurately throw the ball at the basketball net.

Staff recognise the individuality of each child. They gather information when a child first joins, regularly update it and use this to plan the learning and care they offer. For example, they know what languages children speak or hear at home or if they have a new baby in the household. Staff prepare children for their move to school or another setting.

They talk to children about school and what happens, encourage children to be able to recognise their own belongings and be confident in attending to toileting needs. They also encourage their abilities to sit and listen attentively. Staff encourage parents to take children to visit their new schools where possible. These steps support children well as they move on.

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

The inspection took place following concerns that the provider failed to notify Ofsted of an allegation against a member of staff. The inspection found that the provider failed to notify Ofsted of an allegation against a member of staff within fourteen days as required. However, the provider took swift action to safeguard children and sought advice from the local authority and Ofsted are not intending to take any further action. At the time of the incident the committee and acting supervisors were not confident in their roles or the requirements of the Statutory Framework for the Early Years Foundation Stage. The supervisors have now increased their awareness of statutory safeguarding and welfare requirements and are benefiting from support from the local authority to enhance their recruitment and management skills. Recruitment systems, policies and procedures have all been reviewed and suitability checks and references are undertaken on all staff and volunteers. However, committee members are still developing their full understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. At the moment their knowledge is not fully developed to enable them to thoroughly support managers and supervisors through supervision and appraisal processes. All staff who work directly with children demonstrate a sound awareness of safeguarding and the action they must take if they have concerns about a child or the behaviour of a colleague.

All staff who work directly with children are encouraged to develop their knowledge and skills through training opportunities. New staff and volunteers participate in an induction process to ensure they understand how the preschool works and their role. The co-supervisors act as their mentors. Staff participate in regular staff meetings, supervision and annual appraisals promoting a team approach to their work with the supervisors.

The supervisors and staff monitor the children's progress appropriately and take appropriate steps where necessary in partnership with parents to seek additional advice if required. This helps to ensure children get the opportunity to develop to their full potential. Partnerships with parents are strong. They feel well informed about their children's progress and the warm welcome the children always receive. They feel it is a nurturing environment. Partnerships with local schools and nurseries in the area are valued and the supervisors welcome support from the local authority.

The co supervisors are keen to ensure the setting is continuously improving. They have a clear plan for the current term indicating how they will improve the leadership and management. They will review this for the new term in order to strive for continuous improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	148691
Local authority	Wokingham
Inspection number	940832
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	20
Name of provider	University of Reading Pre-School Committee
Date of previous inspection	13/06/2013
Telephone number	0118 9268988

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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