

Little Owls Pre School, Hutton

Hutton Scout and Guide Headquarters, Off St.Marys Road, Hutton, Weston-Super-Mare, Somerset, BS24 9QP

Inspection date	21/11/2013
Previous inspection date	23/01/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- All children make good progress in relation to their starting points and benefit from much attentive support from staff, which encourages them to learn.
- Staff engage and interest children in activities, because they provide a calm, purposeful, home-from-home atmosphere that enables children to play and learn well together.
- Staff present the stimulating resources well and enable children to choose their own play equipment, which helps promote children's learning effectively.
- Strong links with parents and carers enable staff to share information about the children and their learning at home and in the pre-school.
- The provider is well-organised and maintains detailed, up-to-date documentation to support children's safeguarding, welfare and learning.

It is not yet outstanding because

- Staff occasionally miss opportunities to challenge and extend children's thinking.

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 play room and the outside learning environment.
- The inspector had discussions with the provider, staff, children and parents and took account of information in letters from parents.
- The inspector undertook a joint observation with the provider indoors.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector
Angela Cole

Full report

Information about the setting

Little Owls Pre-school registered in 2008 and is privately owned. It operates from a scout hut in Hutton, Weston-Super-Mare, North Somerset. Children use an enclosed outdoor space that includes an all-weather surface. The pre-school opens each weekday, except for bank holidays and some school holidays. Children may stay all day and sessions that run from 9am to 12 noon and 12.45pm to 3.45pm are linked by a lunch time club. A breakfast club opens from 8am to 9am on Monday and Tuesday. The pre-school is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 28 children on roll in the early years age range aged from two to under five years. The pre-school currently supports a number of children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff working with the children, including the provider/manager. All of these hold appropriate early years childcare qualifications at level 3 and one staff member has a degree in early years.

What the setting needs to do to improve further

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

- support children's learning by providing additional challenges to extend further their thinking, including increased use of open comments and questions.

Inspection judgements

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

Staff strongly support children to develop and learn in a calm and stimulating environment, where they make good progress. Staff work closely with parents to know the starting points and individual needs and abilities of their children. Each child benefits from regularly revised, targeted strategies, based on their learning needs. In this small group with high adult to child ratios, children with special educational needs and/or disabilities benefit from good support, for example, to focus on extending their understanding and use of language. Staff employ effective systems to assess children's progress towards the early learning goals. Staff use detailed observations so they can thoroughly identify and plan for children's individual learning needs. Key persons complete comprehensive progress checks for two-year-olds and include parents' comments. Key persons consistently share these records and all children's progress with families, including them in discussion about what children need to learn next in their development. This means that staff's planning of available activities is well used to respond to children's individual needs. For example, when children show a strong interest in a particular book, staff focus on the story and introduce related activities, such as different fruits at snack time.

Children receive good support as each member of staff's communication shows their interest and knowledge of the child's background. All staff listen well and often encourage children's language development through relevant comments and questions. However, occasionally, staff miss an opening to challenge children to think further and to work things out for themselves. This slightly limits children's opportunities to learn through open questioning, problem solving and by developing their critical thinking skills. Staff provide available resources to encourage children to recognise words and letters, including using their name cards and pictures illustrating the alphabet. Staff develop children's mathematical skills well, including their ability to use number, shape and position words that arise in routines and play. For example, children count children present and organise a game of 'pig in the middle'.

Children have many and varied first-hand opportunities to develop knowledge of the wider world. For example, younger children watch the horses and a fox in the adjacent field and staff teach them about the wildlife visiting the bird table. Older children are fascinated as they celebrate Remembrance Day at the local school, asking questions about the folk present and medals. Outdoors, equipment includes a variety of physical equipment, as well as role-play and writing materials. There are different natural materials available at the forest school site to enrich children's exploration of the world around them. For example, children make collages with leaves they collect and talk about hibernating animals. The activities and resources support children's investigation of the natural world well.

Staff make good use of children's interests in exploring different media to provide varied art and craft materials. These include painting with different tools and cards to 'write' messages to their family members. Children become engrossed in their creating, for example when modelling clay and dough. Staff encourage children to concentrate for long periods on their chosen activities, such as when they make and ice biscuits to take home to their families. The staff expect children to learn to do things for themselves, such as finding their names to self-register and dressing for outdoor play. Staff often support children's growing independence and children learn skills to stand them in good stead as they move on to school.

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

Children achieve good physical and emotional development. They form strong bonds with their key persons and other members of the consistent team staff, who are always attentive to their well-being. Staff are skilled and sensitive in helping children form secure emotional attachments. They offer continuous, individual encouragement to new children. This begins during relaxed, settling-in visits when staff to get to know the families better. As a result, staff provide a strong base for children's developing independence and exploration. Children gain confidence in varied, social situations as different adults engage them in conversation. Staff invite local citizens and parents come to share their family customs, which help children to understand different people and their part in the community. Children receive warm praise for being considerate towards others and effectively learn about self-control as they learn how to share toys. Children respond to

supportive behaviour management because staff have consistent, well- targeted expectations of children and are good, calm, role models. Children learn to listen carefully to instructions and tell others the rules, including about playing safely outdoors.

The staff give strong priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children develop a clear understanding of how to manage risks relative to their ages. They take turns to carefully climb and balance on larger physical equipment and negotiate rougher ground safely at the forest school site. Children learn to use tools safely, including scissors and table knives. Staff provide an attractive indoor environment with a range of resources at the children's level. Each session, children demonstrate good motivation to choose activities they would like the adults to fetch from storage, such as the toy trains. Staff promote good learning by often giving younger and older children time to use their own ideas and set their own challenges. For example, children kick balls around the fence when no goal is available and they experiment by retrieving floating objects and dropping these into water. As a result, children develop good decision-making skills and enjoy their play.

From a young age, children demonstrate a good understanding about the importance of a healthy lifestyle. Throughout the day, children choose whether to be in or out of doors. They benefit from ample fresh air and enjoy energetic and quieter play in different weathers. Staff organise themselves so a member of staff is always on hand to support children's care needs, including nappy changing and toileting. Children eat well and healthily and, from a young age, they serve themselves with the quantities of food and drink they require. For those who bring packed meals from home, the pre-school advises parents about sending nutritious food. Children thoroughly enjoy cookery sessions and, later in the year, they help to prepare their nutritious snacks. This means that children learn effectively about a healthy diet.

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

The provider demonstrates a good understanding of her responsibility to meet the legal requirements of the Early Years Foundation Stage. The staff have a secure awareness of local safeguarding children procedures and work to effectively detailed policies. Through documented induction and on-going training, staff are familiar with possible signs of children at risk and with procedures to follow if they have concerns. The building is secure and staff supervise children closely at all times to reduce the risk of accidents. Risk assessments, including for outdoor spaces and outings, are effective. As a result, staff check the areas that children use thoroughly to keep them safe at all times.

The provider uses effective systems for staff recruitment, vetting, supervision and ongoing professional development. This approach supports children's well-being effectively. The manager has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. She and the other key persons monitor children's progress carefully to identify any gaps in their learning. They have good links to make effective partnerships with external agencies, such as speech and language therapists, to support

children's learning and development. Staff work particularly closely with local primary teachers to enable older children and their families to move smoothly into school. Partnership working with parents and carers is particularly effective to foster children's learning and development. Families hugely appreciate the friendly, approachable staff and publicly commend the pre-school to others, including in a local advertisement in the shape of a little owl.

The dedicated staff work as a team and evaluate their practice well. They encourage parents and carers to feedback their views about the pre-school and hold regular meetings to discuss how to extend children's learning further. Staff are proactive in taking account of children's interests when planning activities so that they enjoy what they do. The pre-school values the support of the local authority advisors and committed staff have diligently worked to improve the provision to benefit children's learning. The staff review continually what is working well and identify areas for additional improvements. They have implemented the recommendations from the previous inspection successfully to extend observational assessment and the provision for children's understanding of technology and diversity. Staff plan to consolidate parental contributions to children's learning diaries and to continue developing the outdoor provision. Actions plans also include setting up a home/pre-school library and extending forest school activities to younger children. This planning demonstrates the provider's commitment to making ongoing improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY377876
Local authority	North Somerset
Inspection number	940052
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Martin Howell and Serena Howell Partnership
Date of previous inspection	23/01/2009
Telephone number	07757201694

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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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