

Little Buds Pre School

Brickfields Avenue, NEWMARKET, Suffolk, CB8 7RX

Inspection date

12/11/2013

Previous inspection date

23/11/2010

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	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 requires improvement

- Children are happy and settled and develop strong emotional attachments to staff. Children have good friendships with each other.
- Children behave well. Consistent boundaries are in place, to help children know what is expected of them.
- An appropriate range of toys and resources are provided, that promote all areas of learning. They are suitably stored so that children are able to choose what they want to play with.

It is not yet good because

- The provider has not reported significant changes to Ofsted, with regard to informing them of a change to the 'nominated individual'.
- A regular programme of staff supervision and appraisal is not established, to identify training needs and ensure that staff are consistently meeting the interests of all children.
- The observations of children's learning are not effectively evaluated, to ensure that the individual needs and next steps in children's learning are accurately identified. As a result, staff are not always fully aware of what they need to do to support children's progress and this impacts on the effectiveness of teaching practices.
- Some care practices do not effectively support children's developing awareness of good health because routines for nappy changing are not consistently applied.

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 activities in the main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery managers.
- The inspector spoke to parents.
- The inspector checked evidence of suitability and qualifications of adults working with children and the provider's self-evaluation form.

Inspector

Jacqueline Mason

Full report

Information about the setting

Little Buds Pre-School opened in 1990. It is registered on the Early Years Register and operates from Studlands Park Community Centre in Newmarket, Suffolk. All children share access to a public playground which is fenced. The pre-school is run by a voluntary committee. It serves the local area and is accessible to all children.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 12 noon and from 1pm to 4pm. There is an optional lunch club that runs from 12 noon to 1pm. Children attend for a variety of sessions. There are currently 44 children on roll, all of whom are in the early years age range.

The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure the management committee has a secure understanding of their roles and responsibilities, particularly in relation to reporting significant changes to Ofsted about a change to the nominated person
- implement a regular programme of staff supervision and appraisal so that there is a well-established programme of professional development that raises the overall quality of practice and children's level of achievements
- improve how observations of children's learning are evaluated, to ensure that their individual needs and next steps are accurately identified and planned for.

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

- improve routines for checking children and changing their nappies, to support good care practices.

Inspection judgements

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

Staff observe children as they play and record these observations using written evidence and occasional photographs. However, these observations are not evaluated well because staff do not consistently analyse what they see and record, particularly in the first term that children attend. As a result, the next steps in children's learning are not always accurately identified or carried through to planning. This means that children's individual needs and interests are not always planned for. Despite this, staff do know their key children and talk confidently about what they like to do. Children's progress is tracked satisfactorily, to monitor their progress across the areas of learning. Records of children's learning are available to parents and they are encouraged to look at the records and contribute to them. Staff are aware of the importance of carrying out progress checks when children are two years of age. They carry out these checks and share their findings with parents, to ensure that any concerns about children's development are identified and managed.

Children learn to respect the customs and beliefs of our multi-cultural society through the positive resources and activities available to them. They are learning about their own cultures and festivals and those of others. Overall, children's progress ensures that they have the key skills needed for the next stage in their learning. Staff ensure that all children are able to participate in activities and routines of the day, such as at snack time, when children take turns to be the helper, ensuring that each child has a cup and a plate. The environment is organised to enable children to choose what they want to do, promoting their independence. For example, resources for making marks are displayed in a low-level unit where children are able to help themselves to items, such as paper, pens, crayons and scissors. Staff teach this aspect of learning reasonably well. For example, they model writing first names as they label children's art work. As a result, children enjoy making marks and older children write some recognisable letters from their first name.

Children confidently use numbers in their play and in adult-led situations. They count the number of cuts the adult makes when slicing the leeks to make soup and enjoy adult-led number games. They confidently count the number of spots on the dice and take the corresponding number of parts to make up their hedgehog in a counting game. Children understand the need to take turns. They patiently wait until it is their turn and support their friends to count the number of spots on the dice. Children have good friendships with each other and actively seek out others to share play experiences. However, because activity planning is not robust, some children are not sufficiently engaged in activities and staff do not routinely encourage children to participate.

Children have the opportunity to see print and words in the playroom. There are some labels and pictures displayed around the pre-school, so children begin to learn that print carries meaning. Older children recognise their first name when it is written. Staff support children who speak English as an additional language and ask parents to provide key words in the child's home language that can be used to help support their communication skills. Staff chat to children and promote the development of their skills in using English.

Children in the pre-school are confident to talk in small and large groups. Staff model taking turns in conversation and children actively listen and take turns in speaking. Children are supported to develop their vocabulary and make links between the pre-school and their home lives. For example, when making soup in a group activity children are encouraged to name the vegetables and staff repeat the word so that children can hear it pronounced correctly. When children recognise potatoes staff ask children how their potatoes are cooked at home, giving children time to process the question before answering.

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

Children settle quickly into the pre-school and develop emotional attachments to their key person and other staff. The managers and staff provide a welcoming environment in which children are secure, happy and confident to express themselves. Parents develop positive relationships with staff because each child is allocated a key person who takes responsibility for their day to day care needs, and plans for their learning and development. This ensures children's physical and emotional well-being is suitably promoted. Most children are potty trained before they start at pre-school, although occasionally a child will attend who is in nappies or pull-ups. Staff check and change nappies, but this is not always carried out frequently enough, to ensure that children are comfortable. Nappy changes are recorded and reported to parents when they collect their children.

Children behave well and know what is expected of them. Unwanted behaviour is managed consistently by the pre-school staff, taking into account children's age and level of understanding. Positive behaviour is valued and praised. Children readily seek out adults to share play experiences and develop good friendships with other children, which promotes their personal, social and emotional development. They are helped to develop the necessary skills which helps them embrace new experiences with confidence and are supported as they move on to school. The playroom space is planned to promote children's independence and confidence. Toys and resources are stored suitably, to enable children to choose what they want to play with. Children benefit from a range of play materials to support their learning and development. Consistent routines help children to know what happens next throughout the day. Outdoor play is time-tabled, to ensure that children have daily opportunities to be outside. They develop good physical skills as they play on the public playground that includes swings, climbing frames and balancing equipment.

Children are helped to feel safe in the pre-school. For example, they are reminded how to use knives safely when taking part in cooking activities and regularly practise the emergency evacuation procedure. This ensures that everyone knows what to do to keep themselves safe in an emergency. Children's health needs are met appropriately. They are encouraged to have regard for their personal hygiene and usually wash their hands before eating. Staff share the responsibility for promoting healthy eating with parents. Nutritious snacks are provided by the pre-school staff and parents are encouraged to provide healthy options for children who stay for lunch.

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

This inspection was brought forward following concerns about the general welfare of children in the setting. The pre-school is managed by two staff who share the role. They understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, they are supported by a committee that is not clear about its role and legal obligations. Changes to the 'nominated individual' have not been reported to Ofsted and this is a breach of requirements. Recruitment and selection procedures are satisfactory, ensuring all those working with children are suitable to do so. All staff have an enhanced disclosure confirming their suitability. Staff spend their time working directly with the children. They are aware of their roles and responsibilities, but routines for nappy changing are not consistently applied, to ensure children are clean and comfortable. There is not a regular programme of staff supervision and appraisal, to monitor the overall levels of staff practice, identify training needs and plan for their professional development. Despite this, one member of staff is working towards a level 2 qualification and another member of staff plans to recommence her level 3 studies.

The pre-school premises are safe and secure. Thorough risk assessments are carried out, to ensure that hazards to children are identified. Necessary steps are taken to limit risks so that children can play safely indoors and outside. Accidents are managed appropriately, are recorded and reported to parents. Parents sign to acknowledge the entry. Staff have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns, in line with the Local Safeguarding Children Board guidelines. There is a commitment to improve the playgroup provision. Staff evaluate their practice informally, through discussion at the end of each session and regular staff meetings. The views of parents are sought and acted upon. For example, a parent expressed concern over the main entrance door not being locked. This was reviewed and the main door is now locked when all children have arrived.

All documentation, necessary for the safe and efficient running of the pre-school is in place. The learning and development requirements are met satisfactorily and the managers have adequate systems in place to monitor the quality of teaching and learning. Partnerships with parents are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care and learning for their children. Parents report that they find staff friendly and approachable and that their children enjoy coming to pre-school. Managers are aware of the importance of working in partnership with others who provide care and learning for the children, to ensure that concerns about children's learning or well-being can be quickly identified and managed. Partnerships with other settings that children attend are established. There are no children on roll who have special educational needs and/or disabilities.

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	251681
Local authority	Suffolk
Inspection number	938122
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	44
Name of provider	Little Buds Pre School Committee
Date of previous inspection	23/11/2010
Telephone number	01638 665219

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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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