

# Little Gems Pre-School - Chandlers Ford

Fryern Infants School, Oakmount Road, Chandler's Ford, Eastleigh, Hampshire, SO53 2LN

<b>Inspection date</b>	26/11/2013
Previous inspection date	09/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 form secure attachments with staff who provide a caring and supportive environment for them. As a result children are happy and settled.
- Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures.
- Children's communication and language development is well supported as staff use effective use of good questioning techniques and allow children time to think through their ideas.

### **It is not yet good because**

- Recent staff changes have led to the re-organisation of staff. As a result, the key person system is just beginning to establish itself.
- There is scope to support parents to help them promote their children's next steps in their learning at home.
- Observations and assessment of children's learning is inconsistent and activities not always evaluated to ensure staff meet children's individual needs, interests and abilities.

## 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 held a meeting with the provider throughout the inspection.
- The inspector observed activities in the classroom and during outdoor play.
- The inspector took account of the views of parents on the day of the inspection.
- The inspector held discussion with key persons.
- The inspector looked at various documents, including policies and procedures, records of children and evidence of the suitability of staff.

## Inspector

Jane Franks

## Full report

### Information about the setting

Little Gems Pre-School is one of two pre-schools running in Hampshire. It is situated in rooms within Fryern Infant school in the Chandlers Ford area of Hampshire and serves the local area. It has been open since 2006 in the present location. Children use the main pre-school classroom with toilet facilities and a fully enclosed outside play area. The pre-school is registered to open from 09:00 to 15:00 during term times only. Currently it runs from 9am -12pm Monday and Friday, 9am - 3pm Tuesday, Wednesday and Thursday. There are currently 32 children on roll. The pre-school employs seven staff. Of these seven hold appropriate early years qualifications. The provider is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

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

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

- implement an effective assessment system to help staff understand children's level of achievement, interests and learning styles, and use this to plan and shape learning experiences for each child reflecting those observations
- involve parents in their children's learning by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home.

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

- extend information available to parents and carers to make sure they are always aware of who their child's key person is.
- ensure planning is evaluated and offers challenging and enjoyable learning experiences by taking into account individual needs, interests and stage of development of each child.

## Inspection judgements

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

Children enjoy a range of stimulating activities that cover the required areas of learning. Staff promote the learning and development of young children adequately. They observe children during their play and make use of guidance to help track children's development.

Staff use information to assess what children know and can do. However, observations are inconsistent. This means planning does not always reflect suitable challenge or allow extension activities to meet children's individual needs and abilities. As a result, children make satisfactory progress rather than good.

Children develop their personal and social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity, showing confidence when asking for adult support and participation. Staff pay good attention and they interact well with children, including children with English as an additional language and those who may have special education needs and/or a disability. Staff use open questions to extend vocabulary and spoken language. They recognise meanings behind children's gestures and attempts at communication. As a result, children's language and communication skills are developing well. Staff give lots of praise and encouragement to children's achievements, which supports them to develop their self-confidence and self-awareness. They encourage children to make decisions, and respond to what they show they are interested in and want to do. For example, staff support children is using scissors for a purpose. Consequently, children show pleasure when they do something for themselves. Children are provided with opportunities to make marks and express their creativity through a number of resources and activities. For example, children hide objects in their sand castle and they children experiment with textures as they paint, glue and stick.

Staff work well with parents to help children settle, and gather information on settling in forms before children start at the pre-school. Parents are provided with brief updates when they collect children. However, staff are not fully exploiting the strategies that encourage parents to play a full and active role in their child's learning, such as adding comments to their development records or sharing their achievements or special events at home. Consequently, the partnership with parents is not fully effective in supporting children to achieve the best possible progress.

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

Children in the pre-school demonstrate that they feel happy, safe and secure as they independently explore their environment. They are at ease to go to practitioners for comfort, support and reassurance. Staff support children and their parents, exchanging appropriate information. However, due to recent staff changes not all parents are clear on their child's allocated key person. As a result systems to engage parents in their child's learning and keep them up to date on their child progress are inconsistent. Staff act as positive role models in the nursery and work well as a team. As a result, children behave well and play cooperatively with their friends. Practitioners use positive behaviour management strategies, and children's self-esteem is enhanced as they receive plenty of praise for good behaviour, manners, effort and achievements.

Staff show good concern for children's safety while allowing them to take risks, for example, children carefully negotiate their way across tyres. Children enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment,

which includes ride on toys, hoops and balls. Therefore, children develop their physical skills and their well-being is supported. Children learn about the importance of a healthy diet. Snack time is a sociable occasion where conversation is encouraged. Children help staff prepare the table, pour their own drinks and help themselves to fruit, promoting independence and future life skills. Staff use effective strategies of communication, to ensure all children understand daily routines. Children learn to wash their hands, feed themselves and tend to their own personal needs. This promotes independence and prepares children for their move to school.

Parents comment staff are friendly and approachable. Positive links with the onsite schools, help children to make smooth transitions when moving on to the next stage in their learning. Systems are in place for working with parents and other agencies to ensure children with special educational needs and/or disabilities are supported. Staff have also built relationships with families and children with English as an additional language.

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

This inspection was brought forward because of concerns related to the supervision of children, the key working system, nappy changing procedures and changes to staff and managers at the setting. This inspection found that although there have been significant staff changes, the staff are well deployed in the indoor and outdoor environment. Nappy changing procedures are effective but the key person system is being established with new staff. The setting is securely maintained and there are risk assessments in place, which are regularly reviewed, to ensure potential hazards are identified and minimised. However the provider failed to inform Ofsted of a significant incident. It is a requirement to do so. On this occasion, Ofsted do not intend to take any further action.

The provider shows an effective understanding overall of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff show a suitable understanding of child protection policies and procedures and are aware of their responsibilities in this respect. They know how to report and record their concerns and the majority of staff have attended relevant training. All visitors are recorded in the visitor book and signed in and out of the building. Appropriate safety measures are in place and these include daily risk assessments to ensure the whole environment is safe for children. Fire evacuation procedures are displayed, and regular fire drills take place.

The majority of staff hold current paediatric first aid certificates, to protect children's health and safety. There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Robust recruitment procedures ensure practitioners are suitable to work with children, and the provider ensures that references are obtained to confirm their suitability. Sound induction procedures help practitioners to form the basis of their understanding of their roles and responsibilities in the setting. Supervision is provided in the form of one-to-one meetings. Staff meetings take place basis to monitor training needs, quality of provision and reflective practice.

The provider has a satisfactory understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning and delivery of the educational programmes. However, the systems in place are not robust enough to identify that children's learning experiences are not fully matched to their individual next steps and stages of development. As a result, children's progress is not maximised. However, the provider is ambitious about improving provision and practice and is aware of her leadership and management responsibilities to ensure that a procedure is in place that sets challenging targets for 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

<b>Unique reference number</b>	EY341325
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	944101
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Gemma Louise Akins
<b>Date of previous inspection</b>	09/12/2008
<b>Telephone number</b>	02380 268480

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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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