

Little Ones Pre-School

Ribbleton Hall Drive, Ribbleton, PRESTON, PR2 6EE

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| Inspection date | 05/03/2014 |
| Previous inspection date | 24/04/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 | | 1 |
| 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

- The managers effectively fulfil their responsibilities in meeting the safeguarding and welfare requirements. Risks to children are minimised through effective risk assessment procedures, good supervision and vigilant staff.
- Children are happy and enjoy attending this friendly setting as they are secure in the presence of the staff who build positive, supportive relationships with them.
- Children show increasing levels of confidence and independence through daily routines and their chosen play. Staff plan a varied programme of activities and resources based upon children's interests, subsequently the majority of children make good progress towards the early learning goals.
- Parent partnerships are strong with parents reporting that they are pleased with the care their children receive and the flow of information about their child's progress on a daily basis.

It is not yet outstanding because

- Staff are not always consistent with how they ask questions during activities, to maximise the opportunities for children to extend their critical thinking skills.
- There is scope to develop planning for story time activities to ensure that the individual needs of all children are met.

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 both indoors and outdoors.
- The inspector conducted a joint observation with manager
- The inspector checked documents including the suitability and qualifications of staff.
- The inspector looked at children's assessment, planning and assessment documentation.
- The inspector spoke to parents during the day of the inspection.
- The inspector held meetings with the manager and staff.

Inspector

Karen Cox

Full report

Information about the setting

Little Ones Pre-School has been registered since December 2004 and is run by management committee. The setting operates from one classroom and the main school hall, with additional access to a sensory zone and the school library within Moor Nook Primary school in Ribbleton, Preston. The setting is open each weekday from 9am until 12pm term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll and all are in the early years age group. The setting supports children who have learning difficulties and/or disabilities. There are four staff employed, three of whom hold appropriate early years qualifications at level 3, with the manager holding early years teacher status.

What the setting needs to do to improve further

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

- support staff in extending children's critical thinking skills even further, for example, by ensuring that they consistently develop the use of open ended questioning during activities

- consider how planning for group activities, such as story time, can be improved to ensure it meets the needs of all individual children at all times.

Inspection judgements

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

Staff know the children they care for very well and plan a wide range of age appropriate activities and experiences identified from the good observations and next steps completed. The staff have a good knowledge of the children's individual learning needs. As a consequence, children receive effective input from staff to help them progress towards the early learning goals. Staff use initial observations when children start at the setting as a clear starting point on which to build children's learning. Overall, planning is effective in providing a broad range of interesting daily activities based on children's interests and their individual needs. This means children are making good progress across all areas of learning. The key person system is embedded, subsequently, relationships with children are sensitive, fully supportive and staffs rapport with young children is a particular strength. Teaching is strong, resulting in children who are happy enthusiastic learners who enjoy attending this welcoming setting. A good balance of adult- led and child initiated activities effectively support children's learning and development. However, staff are not

always consistent in how they question children during activities to challenge their thinking and so extend their learning at all times.

The staff support parents to share information regarding their child's learning at home through the use of daily feedback and homework link learning bags. Additionally, children's next steps are shared with parents and activities to also support their development at home. As a result, parents are engaged in their children's learning to provide a consistent approach at all times. Children with special educational needs and/or disabilities are well supported with staff following individual learning plans. Staff engage children in carefully planned activities and effective, targeted strategies which develop their communication and language skills. However, there is scope to better plan story time opportunities to meet the needs of all individual children, so that story sessions are inclusive of all and promote a language rich tool for communication.

Children show increasing control of their bodies as they experiment with different ways of moving, such as when playing outside, crawling through tunnels and climbing over large soft play obstacles. Staff support the children's physical development skills successfully. For example, they enable children to frequently develop balancing skills outdoors with the use of wooden blocks and planks placing them at various distances apart. This provides appropriate challenge for children and allows them to manage their own risks in a safe and controlled manner. Staff talk to children during their play and include them all equally well by taking time to listen to them. This supports their communication skills. However, staff do not always follow up questioning to extend children's critical thinking further, such as, asking 'how?' and 'what happens next?' questions consistently. Overall, children are supported well to acquire skills and capacity to develop and learn, preparing them for their next stages in learning and school readiness.

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

Children and their families are exceptionally welcomed into the calm, nurturing environment. As a result, relationships between staff, children and their families are very good. Children are extremely happy and very settled within the setting. They form secure attachments to staff and are developing superb relationships with their peers. This is facilitated through a highly effective key person system which allows children and families to develop these strong attachments and relationships further. Additionally, this contributes to children's positive emotional well-being.

Children see examples of their work on the walls and this gives them a strong sense of belonging. They demonstrate increasing levels of confidence and self-esteem and their behaviour is very good. Children learn to use the bathroom independently and they know they need to wash their hands after using the toilet and before snack time in order to prevent the spread of infection. Staff support children's understanding of the importance of healthy lifestyles through a range of care practices. For example, children are given plentiful occasions to be physical as they explore the wonderful outdoor area. There are superb opportunities for children to learn how to be more independent; for example, they practise their self-care skills as they begin to manage their own personal needs by putting coats on and taking off wellington boots independently. As a result, children are

developing increasing levels of confidence and self-esteem.

Children are supervised well at all times and this keeps them safe within the setting. The security of the premises is robust and promotes the safety of children. For example, visitors must report to reception, external gates are kept locked and internally doors are monitored by vigilant staff. The superb, safe and age appropriate resources are well maintained for children to enjoy, both indoors and outdoors. Staff conduct a daily check of the premises in particular the outdoor play provision. This enables staff to identify any potential risk and manage it effectively; therefore, children are kept exceptionally safe. Transitions to school are managed exceptionally well. This is because children and their families are gradually introduced to the foundation stage with their key person through shared story times and outdoor play sessions. This level of care and attention to detail ensures a smooth transition and supports children's emotional security and well-being to best effect.

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

The management and staff implement the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. This is demonstrated in how the staff monitor children's safety and well-being within the setting both indoors and outdoors. The safeguarding policy is readily available and effective in ensuring that staff and parents are fully aware of the procedures in place to keep children safe from harm and what to do if there are any concerns. Staff have a clear knowledge of their duties with regard to who to contact if there are any concerns about children in order to ensure they are fully safeguarded. The employment procedures are robust and effectively implemented to make sure that staff are appropriately checked and suitable to work with children to keep them safe and ensure teaching is at least good.

The learning and development requirements are implemented effectively by the manager and staff to support children across all areas of learning. For example, this is demonstrated through how staff organise the environment to support children's learning and how they plan to help them make good progress. Every term, the manager monitors the progress children make in all areas of learning and analyses the data to identify areas of learning where children have gaps. For example, the manager has recently identified that some children were not progressing as well as possible in the area of physical development, in particular boys. As a result, she has begun to implement a wealth of activities to develop fine and large motor skills. The manager also noticed that mathematics was another area where children were not making the best possible progress. As a result, staff discussions took place and support was given to build their knowledge of how to promote mathematics further through adult led activities. Subsequently, children are making at least good progress in both areas. Staff practice is observed informally on a daily basis by the manager and more formally during staff appraisals conducted by senior leaders. An early years consultant sets appropriate targets to help the setting develop further. The manager has completed a self-evaluation document and priorities for improvement are clearly identified. This self-evaluation process is regularly updated. Staff are also in the process of gaining a quality mark, which

helps them to evaluate and improve their practice in more detail. Consequently, the quality of teaching, the environment and the experiences offered supports children effectively in making good progress across all areas of their development.

Parents are welcomed into the setting and as a result, partnerships are well established. The parents make positive contributions that are valued and support staff in meeting the children's needs. There are opportunities each day for discussion about their child's well-being and achievements. Parents spoken to at the time of the inspection commented on the feedback they receive regarding their child and their achievements and are happy with the progress that children make. The setting communicates very well with other professionals in particular the local children's centre. Here they attend training events and share age appropriate resources. As a result, children's development is further supported and contributes to the good progress that they make in their learning and development.

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

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| Unique reference number | EY297084 |
| Local authority | Lancashire |
| Inspection number | 848836 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 16 |
| Number of children on roll | 22 |
| Name of provider | Moor Nook Little Ones Committee |
| Date of previous inspection | 24/04/2009 |
| Telephone number | 01772 796009 |

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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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