

# Little Monsters Pre-School

Howard de Walden Centre, Bluett Street, MAIDSTONE, Kent, ME14 2UG

<b>Inspection date</b>	20/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
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

- The quality of teaching and interaction between adults and the children is good. Adults are well deployed and show sensitivity towards all children.
- The provider and staff team work very well together, making sure they consistently meet children's interests and learning needs.
- Overall, the layout of the pre-school provides children with stimulating and exciting activities and resources that they are able to choose from and enjoy.
- The self-evaluation process is very effective and ensures the pre-school's continuous improvement.

### It is not yet outstanding because

- On occasions, staff do not consistently promote children's independence, to enable them to think about their own needs and to enhance their self-help skills.

## 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 viewed the premises with the provider.
- The inspector observed and spoke with adults and children; she also sampled relevant records and other documentation.
- The inspector had a discussion with the provider, to assess their understanding of their responsibilities for meeting requirements.
- The inspector fed back the inspection findings to the provider and deputy supervisor of the setting.

## Inspector

Mary van de Peer

## Full report

### Information about the setting

Little Monsters Pre-School registered in 2013. The pre-school is privately owned and operates from a community centre in Maidstone, Kent. Children can access one playroom and a secure outdoor play space. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 27 children in the early years group on roll. The pre-school is open Monday to Friday from 9am to 12pm, with some afternoon sessions available on Mondays, Wednesdays and Fridays from 12.30pm to 2.30pm, term time only. It has ten members of staff, five of whom, including the provider, hold relevant early years qualifications at level 3 and above. There are two members of staff working towards a relevant qualification. One staff member carries out administrative duties.

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

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

- provide further opportunities for children to develop their self-help skills and independence during activities and everyday routines.

### Inspection judgements

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

The provider and staff team work together closely and very effectively. The adults use the stimulating play areas to teach and motivate children to learn. They interact very well with children, deploying themselves in the pre-school in such a way that they can support and guide children when needed. The children are able to experience and enjoy different physical activities, both indoors and outside. However, the times spent outdoors are limited, due to restrictions of use. The provider is investigating ways to try and improve the opportunities for outside play for children. Imaginary and role-play opportunities feature well, and children are able to re-create everyday scenarios, such as shopping and family activities. This also means younger children learn to take turns and older ones learn to negotiate in their play. When children are able to go outside, adults take great care to ensure this space is appropriately planned for and resourced, providing all the children with interesting play and learning opportunities.

The key persons base activities on their thorough knowledge of the individual needs and interests of the children in their groups. There are always resources and equipment that engage children in their learning. Future planning is influenced by regular observations and any identified next steps in children's learning. Adults record and monitor these, helping to ensure every child makes good progress in all areas of learning. Children's work and photographs are used to support these written observations. These records are

always available for parents to see. Children's views are taken into account when reviewing and planning future activities, to make sure they reflect their interests and wishes. The key persons are also skilled in their development of effective individual education plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Adults display a sensitivity and understanding in their interaction with all children. This is evident in how they encourage and promote children's speech, language and listening skills. Children who have speech delay or are learning English as an additional language benefit from this attention. This attention means that children making good progress in their communication and language development. Adults strive to make all children's learning fun. For example, they expect and encourage children to fully participate during story time, for example by talking about what will happen next or using different props to enhance the story.

Children show they are eager to learn and clearly enjoy playing with the wide range of toys and resources on offer. This results in their increased confidence in learning new skills and in their physical abilities. The adults know that they must be good role models for the children in the pre-school. They deploy themselves well so they are able to support children's involvement in their play choices. They observe and question what the children are doing. Adults also make sure they provide resources and everyday items to stimulate children's creative skills. Interactive games and colourful wall displays help promote children's knowledge of shapes, letters and numbers.

Children are also learning how important it is to listen and share. Key persons encourage them to talk about their home life and favourite things. This means they feel secure and have a sense of where they belong. However, occasionally, staff do not fully promote children's independence in some activity areas and during everyday routines, which has a small impact on their learning. The older children have many opportunities to further develop their emerging skills across the learning areas, helping prepare them for school.

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

The provider and all staff show how well they are able to contribute to the safeguarding and well-being of all the children. They display a good understanding and sensitivity towards all children, making sure they feel valued, safe and secure. Children are very well supervised by adults, who offer them guidance and help in their play. They are also encouraged to take on new challenges, promoting their confidence and self-esteem. This means all children are able to progress successfully in their learning.

Adults act swiftly and efficiently on advice from parents and other specialists. Effective processes in place mean that activities can be adapted and improved to meet children's changing needs. Adults work extremely closely with parents and other carers, such as grandparents. This results in clear and effective information sharing, supporting children's emotional development very well. All children clearly enjoy being at the pre-school. They show confidence in the adults, who respond promptly and well to their individual needs. The key persons give the children their full attention, helping make any changes easier for children to deal with.

Healthy and nutritious snacks are provided, for example fruit, savoury biscuits and cheese. There is always water to drink, as well as milk, to support children's good health. Some children stay through the lunchtime period and parents provide their packed food. Staff confirm that overall, the packed lunches are balanced and further promote the healthy eating policy. There is an effective risk assessment system in place at the setting to keep children safe. Adults work hard to ensure children are cared for in a secure, safe and healthy environment. Children are also able to learn how to keep themselves safe in an emergency, for example as they regularly practise evacuating the building. Children behave very well; they are learning to play and eat together in groups. These practices are developing their personal and social skills.

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

The management and staff have developed clear and effective processes to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. All adults display a secure knowledge of how to respond if they ever have concerns about a child in their care, to protect children's well-being. This shows they have a very good understanding of the Local Safeguarding Children Board procedures. The provider has robust recruitment procedures to ensure any new staff are checked and vetted, so that they are suitable to work with children. This process is regularly reviewed and any improvements needed are made. In addition to this, there is an efficient staff monitoring, supervision and appraisal system in place. This means all staff are able to provide good facilities, support and experiences for all children and their families. The risk assessment process includes a daily visual check on the premises and any hazards found are made safe to safeguard children's welfare. The provider and deputy display a good understanding of the ratio and space requirements. The numbers of children and adults present are always within the legal requirements and often exceed them.

The self-evaluation process is effective, continuous and efficient. There are reflective practice and evaluation systems in place throughout the pre-school, to help drive improvement in the outcomes for children. Regular staff meetings and parental feedback help identify and enable queries raised to be addressed. The provider and staff also listen to the views of children and other professionals, using these to change and improve the pre-school. There are information notice boards and interactive systems to promote the involvement of parents. They are able to keep up with their children's progress as they can see their observation folders whenever they wish. Parents confirm that they can talk with the key person when they wish to. If it is thought to be beneficial to children's individual learning and development needs, parental consent is obtained to consult with specialists or other professionals. The provider clearly values the partnerships her pre-school has built up with local agencies and other childcare professionals, such as the local authority early years team and speech and language therapists. They make good use of the support and information provided, helping to help promote children's well-being, welfare and ongoing development.

The provider is developing her skills in using an online tracking system, provided by the local authority, to aid the monitoring of all children's progress, achievements and development. If there are any concerns about individual children's progress, these are quickly identified and relevant steps taken. The planning system in place is currently under review, to enable it to be further improved in its effectiveness in meeting children's individual learning needs.

Parents state that they are very happy with the pre-school, and that the staff are helpful and supportive. They show that they are aware of how the pre-school operates and the routines followed. Parents confirm that their children thoroughly enjoy themselves at the group. It is clear from these comments that all children benefit from a range of stimulating and enjoyable experiences, promoting their good progress, learning and development. All adults in the pre-school are very aware of how important their role is in helping children prepare and look forward to the next stage in their lives.

### **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>	EY468478
<b>Local authority</b>	Kent
<b>Inspection number</b>	936284
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Trudy Louise Glenister
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07946704181

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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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