

Little Doves Pre-School

Dovecote Way Sports Pavilion, Dovecote Way, Barwell, LEICESTER, LE9 8EX

Inspection date

Previous inspection date

31/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress well given their starting points and capabilities.
- The key person system is effective and enables children to form strong bonds and develop a strong sense of belonging.
- Strong relationships have been formed with parents. Detailed information gained from parents enable staff to effectively meet their child's individual needs.
- Children make very good progress through the wide variety of play opportunities and experiences staff provide. Their confidence and self-esteem is continually nurtured through the praise and encouragement they receive.

It is not yet outstanding because

- Resources to build on young children's understanding of themselves and the wider world are not fully in place.

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 spoke to staff and children present and observed activities taking place indoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staffs qualification and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Little Doves Pre-School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the community sports pavilion in Barwell, Leicestershire. Little Doves Pre-School is one of four run by a private provider who holds a degree in Early Years and also has Early Years Professional Status. The pre-school serves the local area and is accessible to all children.

The nursery employs three members of childcare staff. Of these, two members of staff hold a childcare qualification at level 3 and one is working towards a childcare qualification at level 3. The manager is currently studying for a degree in early childhood. The pre-school opens Monday to Friday for 39 weeks of the year. Sessions are from 9am until 12 noon and from 12 noon until 3pm. A lunch club is provided for those children staying for both sessions. Children attend for a variety of sessions and there are currently 16 children on roll. The pre-school is a member of the Pre-School Learning Alliance.

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 young children to develop an understanding of themselves and the wider world, for example, by using photographs of familiar people and places.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the seven areas of learning and how children learn and develop. Learning journals include observations of each child's learning and progress which are undertaken by their key person. Staff use the information well to identify the next steps in each child's learning and plan a variety of interesting activities and play opportunities to meet those needs. As a result, staff confidently identify where children may need additional support. Staff and parents work in partnership to ensure continuity of care. Strong communication between parents and staff both parties are kept informed about each child's achievements and progress at home and at pre-school. Staff work cohesively with parents to complete their child's progress check at age two to be shared with other health professionals as they wish. Children are supported very well through routines and activities which encourage their developing skills in readiness for school. Consequently, children make good progress in their learning.

Children enter a bright, welcoming environment where artwork is displayed enabling children to share their creations with their parents and recall the activity. Resources are stored at low level which enables children to make an informed choice with regard to their

play, developing their confidence and independence. Children have formed good relationships with their peers and develop an understanding of the need to share and take turns in play. Communication and language is promoted very well. Staff ask questions to extend children's language and thought processes compounding what they already know. Children engage well in the activities, are enthusiastic and eager to become involved. Children have daily opportunities to develop their physical skills including using large apparatus, such as slides and climbing equipment. They listen to music and move their bodies accordingly through the dance sessions that take place, for example, moving like animals in time to the music, encouraging their understanding of rhythm and beat. Children's independence is encouraged with regard to their personal care needs through the routines that are in place, for example, when choosing when they wish to have their snack during the morning and when using the bathroom. Staff are supportive of all children to ensure their independence is continually nurtured.

A range of resources and activities help children gain awareness of diversity and the wider world, including role play, dolls, books and small world figures. Although there are a few photographs of the children displayed, pictures of special people in their lives and their favourite places are not yet available in order for them to learn about themselves and the wider world. Therefore, they are not having opportunities to continually learn about similarities and differences. Staff understand the importance of working closely with parents where English is an additional language and children to encourage their feeling of inclusion. Welcome mats are used within the room which reflect various languages from around the world alongside labels in English which helps children recognise that print carries meaning.

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

Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs. As a result, the transition from home to pre-school is relaxed and they feel safe and secure. Parents and staff spend time each day sharing information at the start and end of each day which ensures any changing needs are known and incorporated into the day. Good relationships have developed with local schools and teachers come into the pre-school, meet the children and staff talk to the children about the changes that take place as they move on to school. This aids the transition from pre-school into Reception class support parents and children extremely well.

Staff seek detailed information from parents about individual allergies and dietary requirements. Snacks are provided which are healthy and include lots of fresh fruit. Children's independence is encouraged as they are able to choose when they have their snack and help themselves to the food provided. Parents provide healthy packed lunches each day for their child and staff sit and chat to the children about their day, supporting children as required. Children's good health is supported well by staff and visual reminders displayed within the bathroom remind children of the importance of washing their hands at appropriate times throughout the day. Staff support children with toileting as needed and young children's personal care needs are met well throughout the day.

Behaviour within the setting is very good and children are kind and considerate towards each other. Their skills of negotiation are developing and sand timers are used to visually show children when it is their turn to play with specific toys. This enables them to develop a good understanding of sharing and taking turns. Staff are calm and consistent in their approach to behaviour and are good role models. They continually boost children's self-esteem and confidence as they give lots of praise and encouragement. Children learn about keeping themselves safe both indoors and outdoors. For example, they practise the fire drill so they know what to do in the event of an emergency. Children's understanding of road safety is reinforced when they go for walks in the local area. Staff ensure the environment is safe, secure and well maintained. Clear and concise written risk assessments identify potential risks within the pre-school and the steps are taken to minimise them. Consequently, children remain safe. Children have ample time outside each day and access a large grassed play area as well as an adjoining park where children access a variety of large equipment which encourages them to be active, develop their large muscle skills and begin to understand that exercise is good for them.

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

Staff demonstrate a good knowledge and understanding of safeguarding children in their care including their role and responsibility in protecting them from abuse and neglect. All required checks are completed to ensure staff are safe and suitable to work in the setting and children are not left unattended with un-vetted adults. Therefore, children remain safe. Detailed written policies and procedures are in place and are shared with parents which reflect the ethos of care and are reviewed to ensure they remain up to date with current legislation and practice. Staff continually develop their knowledge of good childcare practices through ongoing professional training and development. The manager monitors the quality of practice within the pre-school, looking at children's learning journals to ensure their learning needs are being appropriately identified and next steps are planned for. The recent introduction of peer observations enables management and staff to acknowledge good practice and identify potential training needs. Consequently, children progress well.

Secure recruitment and selection processes ensure all staff working with children are safe and suitable to do so. Staff to child ratios are maintained and staff supervise children well, which maintains their safety. Staff benefit from individual appraisals and regular supervisions and team meetings enable staff to share their ideas and any information gained from training courses they have attended. Strong partnerships have been established with local schools and other professionals involved in a child's life, therefore, meeting the needs of the children.

Self-evaluation is continually developing and staff actively seek the views of parents through verbal discussion and the introduction of questionnaires. This, alongside the views of staff about the service they provide enable the clear identification of strengths within the setting and areas that can be developed further. Parents share their comments within their child's learning journal about their child's progress while children share comments about the things they really enjoy at pre-school. Parents speak positively of the service

provided. They feel staff are supportive, approachable and that they have really helped their children to progress. All parents spoken to have recommended the pre-school to family and friends.

The Childcare Register

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| 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 |
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| 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 | EY468278 |
| Local authority | Leicestershire |
| Inspection number | 938316 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 16 |
| Name of provider | Beverley Hutt |
| Date of previous inspection | not applicable |
| Telephone number | 07986491249 |

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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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