

Little Gems Pre-School

Moorgreen Youth Club, Moorgreen Road, SOUTHAMPTON, SO30 3EG

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| Inspection date | 19/03/2014 |
| Previous inspection date | 28/04/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- Children very much enjoy their time at pre-school. They benefit from good interaction between staff and children.
- Children are provided with a wide range of interesting and stimulating learning opportunities, both indoors and outdoors.
- Parents are able to access information about their children's learning and development easily and quickly using the online system in place.
- Staff and management work well as a team and are dedicated to improving outcomes for children.

It is not yet outstanding because

- Staff do not consistently organise group story time well because they miss some opportunities to develop children's listening skills and to encourage them to follow instructions.
- Although the key person system supports engagement with the majority of parents, it is less effective with some parents to support their children's care and learning.

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 children's play and staff's interaction, indoors and outside.
- The inspector spoke to the manager and owner at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's learning journeys and records, planning
- documentation, the self-evaluation form, a selection of policies, development plans and staff suitability records.
- The inspector took account of the views of three parents spoken to on the day.

Inspector

Alison Kaplonek

Full report

Information about the setting

Little Gems Pre-School is one of a group of two privately owned pre-schools. It registered in 1995 and operates from the West End Youth House, in the West End area of Southampton. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from two to the end of the early years age group on roll. The pre-school is in receipt of funding to provide free early education for children aged three and four years. The pre-school currently supports a number of children with special educational needs and/or disabilities. The pre-school also supports children who speak English as an additional language. The pre-school is open from 9am to 3pm on Monday, Wednesday, Thursday and Friday, and from 9am to 12pm on Tuesday during term time only. Children attend for a variety of sessions, including lunchtimes. The pre-school employs five members of staff, four of whom hold relevant qualifications. The manager holds a qualification at level 5.

What the setting needs to do to improve further

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

- strengthen the key person system to improve communication with all parents

- improve the organisation of group story times so that children further develop their listening skills and learn to follow instructions.

Inspection judgements

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

Children make effective progress in all areas of their learning and development because of the delivery of good quality educational programmes. Staff are well qualified and have a good knowledge and understanding of how to promote children's learning. All staff create a stimulating and purposeful atmosphere within the pre-school and this has a positive impact on children's learning and development. Children choose from a wide range of resources and activities which staff provide for them each day. They are able to develop a good range of physical skills, think critically and explore during these activities with support and encouragement from kind and dedicated staff. Children develop good communication skills as they respond to the questions asked of them. They explain to staff what they are building or making and confidently ask questions of their own if they are uncertain or require support. For example, children ask to make pictures with a range of materials and a member of staff asks them how they will join the materials and what tools they need. Staff extend children's vocabulary by introducing new words or describing what children do. They sit with children in the quiet corner and read stories and rhymes.

However, during large group story time, staff do not always consistently engage all children. They miss some opportunities to develop children's listening skills and to encourage them to follow instructions such as sitting quietly or letting other children see the pictures.

Many children confidently use the wide range of mark-making equipment provided and are able to draw circles and lines in preparation for forming recognisable letters. They learn to control scissors safely as they cut paper or tape and they know their colours. Staff use good teaching techniques as they pass the wrong coloured plate to children who quickly put them right saying 'that's an orange plate not a purple one.' Children count well and use mathematical language such as 'big' and 'small', 'how many' or 'how few'. They know how to count down from five as they sing songs and rhymes involving taking away. Children enjoy their time in the outdoor environment, where staff provide a wide range of resources to encourage learning in all areas.

The staff make accurate assessments of children's learning. They look at children's starting points when they enter the pre-school and involve parents in regular discussions about their children's achievements. Staff make many observations for each child alongside photographs and examples of children's work. They use this information to build up an accurate picture of each child's abilities and identify any areas for development. Some information regarding children's progress is online and parents are able to see what their children have achieved very quickly. Staff also support children with special educational needs and children who are learning English as an additional language well during this process. Staff quickly seek any help from outside agencies to enable children to make progress and continue to be included in all activities to promote equal opportunities.

Engagement with parents is good through effective information sharing. Parents can come into the pre-school and talk to their child's key person at any time. They receive accurate reports about their child's progress in all areas of learning and can see examples of their children's work in the learning journals. Progress reports are completed for two-year-old children to help to ensure that they are developing as expected. Parents are encouraged to be involved in their children's learning and to add comments to their child's assessment records. They are able to speak to staff about their children's achievements at home and this helps to promote consistency in children's learning.

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

Children very much enjoy their time at the pre-school. Care practices are good and children learn about keeping themselves safe. For example, they know to be careful when playing outside or using scissors, which means they develop a good awareness of personal safety. They take part in the routines of the day with enthusiasm and are developing a strong sense of independence. In this small pre-school, all staff know each child well and are kind and caring when meeting their needs. A reasonably successful key person system means that staff are able to plan interesting and challenging activities for the children they take special responsibility for. However, although the key person system supports engagement with the majority of parents, it is less successful with some parents. On rare

occasions, communication with some parents is not fully effective, which has a small impact on outcomes for children.

Children move confidently around the interesting learning environment, choosing activities or initiating their own play and learning. They help themselves to equipment and interact well with staff, asking for help or support if required. Children behave well and some older children are learning to play cooperatively alongside each other, developing their own imaginative games. They laugh together as they ask a member of staff to cover them in the tablecloth so that they can hide from their friends. Children talk animatedly with each other and staff about what they are doing as they programme the electronic toy and watch it follow their instructions as it moves across the mat. They wait for their turn and then pass the toy to their friends so that they can have a go. Staff use these opportunities to promote children's self-esteem. They praise them for good behaviour, for helping with tasks or achieving well. Children understand the rules of the pre-school and are learning that they must be kind to each other and take turns with equipment. They learn self-care skills such as putting on their own coats and boots before playing outside. This all helps to prepare them for their eventual move to school.

Children develop a good awareness of health and hygiene routines. They know to wash their hands before eating their snack and independently access tissues to wipe their noses. Children know to wait for a space at the table at snack time and are able to choose what to eat. They know to sit quietly while eating and many cut their banana themselves and learn to pour their own drinks. Children enjoy this social time together and chat with staff about what they have been doing during the session. Many are keen to help staff tidy up when it is time to go home and help to put away equipment and play materials.

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

This inspection took place following Ofsted receiving information from the provider regarding a complaint from a parent. The complaint was about the way staff and management handled their concerns regarding a child's behaviour and speech development. The inspection found that staff manage behaviour well and follow up any concerns regarding children's development in an appropriate manner, often seeking support from local authority professionals. The inspection also found that children are treated equally and their needs are met well. Communication between parents, key staff and management is generally good although on rare occasions staff do not manage to successfully engage all parents in their children's learning and development.

Staff and management have a good understanding of their responsibilities in meeting the safeguarding and welfare and learning and development requirements. Management ensure all staff are suitable to work with children through their recruitment and vetting procedures. All staff take part in an induction process when they start at the pre-school and regular appraisals identify their future training needs. The named member of staff for safeguarding is well qualified and understands the local safeguarding procedures. Staff understand their responsibilities and the procedures to follow in the event of any concerns

about a child in their care to protect their welfare. They teach children about keeping themselves safe and carry out regular and thorough risk assessments. This helps to promote children's welfare effectively.

The pre-school staff work well together to ensure the setting is organised efficiently and operates smoothly on a day-to-day basis. They deploy themselves well and provide children with an interesting and stimulating environment and good adult support. A good range of well-implemented policies and procedures and accurate completion of records enables staff to meet the children's needs effectively.

Staff organise the environment efficiently into learning areas both inside and outdoors. This makes it interesting and welcoming for children and meets their individual learning needs. Children move freely between these learning areas and quickly learn what is available for them to do. Management track and monitor the education provided for each child using their online system. This helps them to ensure that all children make good progress in their learning and development and any additional support is well targeted. The pre-school staff share information about children's welfare and learning and development needs with parents and other agencies. This helps to secure any interventions needed and children receive the support they require to make progress. Parents comment that they are very pleased with the pre-school provision and that it is a 'nurturing and kind' environment. Management and staff carry out generally good self-evaluation which takes into account the views of parents. They are able to identify some strengths and areas for development and have an ongoing action plan in place to promote future improvements. Management and staff are dedicated and work hard to further enhance outcomes for children.

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 | 511337 |
| Local authority | Hampshire |
| Inspection number | 954801 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 37 |
| Name of provider | Gemma Louise Akins |
| Date of previous inspection | 28/04/2009 |
| Telephone number | 023 80471070 |

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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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