

# Little Gems Pre-school

St. Winefrides RC Aided Primary School, Mellock Lane, Little Neston, Neston, MERSEYSIDE, CH64 9RW

<b>Inspection date</b>	24/04/2014
Previous inspection date	19/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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 is consistently of a very high quality, often inspirational, because staff use skilful questioning to encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and very eager to learn.
- Leadership and management is effective in providing a good overview of children's progress, ensuring individual's children's needs are identified, targeted and interventions sought early so that gaps are rapidly closing.
- Safeguarding of children is a clear priority for managers. They ensure robust recruitment of staff to provide a safe, secure environment so that children feel safe and have confidence to independently play and explore their surroundings.
- Partnerships with parents, outside agencies and teachers are a particular strength of the pre-school. As a result, parents and other professionals make positive contributions to children's learning and prepare them exceptionally well for school.

### It is not yet outstanding because

- Resources and activities across the pre-school areas do not consistently reflect diversity and the wider community, to ensure children receive positive messages about peoples differences and similarities, during their play.

## 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 play activities and staff interaction with children in the classroom and in the outdoor environment.
- The inspector held brief meetings with the manager, and spoke to the staff and children during the inspection.
- The inspector undertook a joint observation with the manager in the outdoor environment.
- The inspector examined a representative sample of children's records, policies and procedures and staff suitability documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Patricia Pickens

## Full report

### Information about the setting

Little Gems Pre-school is privately owned. It operates from a classroom within St Winefrides Primary School in Little Neston, South Wirral. The classroom is self-contained with its own toilets and cloakroom. The pre-school operates school term time only for five days a week from 9am to 3.30pm. Out of school care includes a breakfast club from 8am to 8.50am and after school care from 3.30pm to 5.30pm. Children attend for a variety of sessions and have access to an enclosed outdoor play area and occasional use of the extensive school grounds. There are currently 68 children on roll, of whom 54 are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently seven staff working directly with the children, all of whom have an appropriate early years qualification. Six of the staff have qualifications at level 3 and two at level 6. The pre-school receives support from the local authority. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### 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 make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

## Inspection judgements

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

Children are enthusiastic, highly motivated explorers of this exciting, stimulating pre-school. They are confident learners who are able to solve problems and make decisions to develop their own ideas, to try new things and take risks to succeed. The quality of teaching is consistently of a very high quality. Children are supported by staff who value their opinions and ideas so much that activity planning is varied and changed by the children themselves. This leads to exciting, challenging and interesting play experiences for all children. For example, children express their interest in building and construction and make intelligent links from real life events to their play. An absorbing activity follows in the outdoor environment using a large sand tray to make cement out of flour and water. A group of children experiment with materials, test various textures adding sand, to create their own mixture of cement. They build amazing structures of wood, inspired by a member of staff who encourages critical thinking and creativity in the design of each building. Staff skilfully question children to consider various shapes and sizes of wood, by asking 'How many levels will you build?' 'Do you need rectangles, triangles or squares?' 'What will you need to strengthen your cement so that it holds the blocks together?'

Children discuss and share ideas, solving their own problems and finding successful solutions by adding more sand. They differentiate between towers and buildings made solely of blocks and their robust buildings, which do not fall down. They contrast and compare a recent visit to the zoo, where they observe a new animal enclosure being erected from wood and wire, discussing similarities in building materials. Children finally conclude that in order for any structure to stand secure, it must be cemented between each brick and allowed to dry. Children are well motivated, very eager to join in and consistently demonstrate their ability to be creative, think critically and sustain their thinking over a period of time. Staff value children's achievements highly, taking a photograph of each child as they stand proudly beside their sturdy structures.

Exceptional educational programmes have depth and breadth across all areas of learning enhanced by a range of innovative resources to create stimulating exciting play activities for children. Staff have very high expectations of themselves and the children. Using their expert knowledge of the areas of learning and a clear understanding of how children learn, they provide rich, varied and imaginative experiences for the children. The classroom is colourful and inspirational, and children are fully involved in initiating their own play experiences and organising resources, supported by staff who value children's preferences and interests. There are separate areas of learning, enabling children to move independently between activities. In the area of exploration and investigation children observe fish and tadpoles with magnifying glasses and recently incubated butterflies. Factual books on animals and observation sheets encourage children to research, explore and investigate. However, resources and activities across the nursery areas do not consistently reflect diversity and the wider community, to ensure children receive positive messages about peoples differences and similarities, during their play.

Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. For example, children's individual progress is shared with parents at regular meetings, starting with an effective use of the progress check at age two. This ensures all children, including those with special educational needs and/or disabilities are progressing well towards the early learning goals and any gaps are closing rapidly. Children are working within the typical range, with most exceeding levels of development for their age. Communication and language development is effectively supported through songs, stories and literacy. For example, children enjoy a lively game of 'What's in the box?' at circle time, as each child chooses an individual toy to prompt a familiar song. This promotes their personal and emotional development at an early age and strengthens attachments with adults. Children participate in a school readiness programme by joining the Reception teacher each week to enjoy story time and learn French. In this way children are developing confidence in key skills and independence and are exceptionally well prepared for school.

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

Settling-in procedures for new children are well embedded and effective, with discussions between parents and staff to meet individual family needs. Parents are very complimentary about the 'warm friendly staff' who care for their children 'very well' and

who 'bring teaching into everything.' Children demonstrate they feel a strong sense of belonging and security. Children are actively encouraged to develop independence and to care for their environment.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are supervised in the safe use of toilets, encouraged to wash their hands, dress themselves and hang coats on their own pegs. This promotes children's well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. An established key person system ensures children form happy, secure attachments with staff and each other. Adults model and consistently give clear guidance on expected behaviour providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships among adults, children and their peers.

Children learn to manage risk through activities, in the garden before lunch children enjoy vigorous play in the fresh air. In this way, staff actively promote physical development and a healthy lifestyle. Children stack crates to make an enclosed campsite, chop wood to create a fire and pretend to cook a stew, roll out sleeping bags and invite staff to share in a delicious evening meal camping. Others design a long stretch of roadway with wooden planks and bridges, driving vehicles competitively with a view to win. A group of children paint exterior walls with water. Children are busy in their play, laughing and joking together, moving excitedly from one activity to another. They assemble a bridge of long planks and balancing carefully they negotiate walking from one side to another successfully. A variety of mature trees provide natural shade from direct sunlight, encouraging children to sit in small social groups to forge lasting friendships with their peers. In this way, children are prepared emotionally and socially for the next stage in their learning journey, including school.

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

The safeguarding and security of children are a clear priority for the leadership and management team who ensure rigorous risk assessments, both indoors and outdoors are in place daily to ensure children are safe and secure at all times. Staff are able to demonstrate an excellent awareness and understanding of potential harm to children and are confident in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the nursery, as they share concerns with familiar adults. Visitors are challenged and identity checked. Robust recruitment procedures ensure children are cared for by suitable staff. Security arrangements and effective procedures are in place to ensure children's safety. For example, the pre-school children and staff participate in regular fire evacuation procedures with the school. Parents sign their children into nursery and out on collection. Staff complete attendance registers, maintain close supervision of children in the wider outdoor environment and ensure children leaving the premises, are collected by parents and authorised adults. Safeguarding policies are in place and implemented by staff ensuring the requirements of

the Statutory framework for the Early Years Foundation Stage are fully met.

The leadership and management team have an excellent understanding of their role and responsibilities within the Early Years Foundation Stage. They are inspirational leaders, who have a clear view of how to drive forward improvements for the benefit of the children entrusted to their care. Improvements in performance monitoring are effectively targeted to identify individual needs of staff, so that training and development is well supported. This results in children making rapid progress because of the high quality of teaching and learning experiences they receive from staff. A dedicated staff team are in place and are enthusiastic and committed to achieve outstanding performances in all areas. Managers have an excellent overview of the educational programmes in all areas of learning. Monitoring of assessment of children ensures planning is extensive, offering a broad range of challenging and interesting learning experiences for all children.

Partnerships with parents, other agencies and the local school are robust, forging strong links with teachers, so that children are fully supported in their learning now and in the move into schools in the future. Adults specialising in additional needs make a strong contribution to children's learning. Parents value the contributions staff make to their children's learning, they feel their children are safe and cared for by 'very happy caring staff', who 'follow our children's interests' and are 'excellent at teaching the Early Years Foundation Stage curriculum,' to give 'our children an exceptional start for school'.

### **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>	EY295341
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	861537
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Joanne Honora Smith
<b>Date of previous inspection</b>	19/11/2008
<b>Telephone number</b>	07789 990098

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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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