

Little Wrens

Guide Hut, Priestlands Road, Pennington, LYMINGTON, Hampshire, SO41 8HX

Inspection date

15/05/2014

Previous inspection date

24/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff know the children well. They provide a wide variety of interesting activities that engage children and support their all round development.
- Children enjoy coming to pre-school, they are motivated to learn and keen to see what is on offer.
- Children are making good progress due to the positive and worthwhile interaction of the staff during their play and learning.
- The management team are very enthusiastic, the team work well together to promote children's learning.
- The key person system results in children feeling secure and enables staff to make accurate observations, assessments and plan activities that support the children's progress.

It is not yet outstanding because

- Children are not able to access drinks throughout the session.
- On occasion staff do not consolidate each child's understanding of the sound associated with the initial letter of their name.

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 the staff, parents and children to gain their views
- The inspector sampled paperwork that staff use to support their teaching and children's learning and development
- The inspector observed the interaction between the staff and children
- The inspector undertook a joint observation with the manager of the pre-school.

Inspector

Amanda Shedden

Full report

Information about the setting

Little Wrens Pre-school registered in 2012 and operates from a guide hut in Pennington, Hampshire. The pre-school use the large hall, small room and outdoor area. The pre-school is open from Monday to Friday from 9am to 3pm, term time only. It is registered on the Early Years Register and both the voluntary and the compulsory parts of the Childcare Register. There are 53 children on roll. The setting supports children with special educational needs and/or disabilities. There are currently seven staff employed who work with the children. Four staff hold childcare qualifications to level 3 and one has a qualification at level 2.

What the setting needs to do to improve further

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

- ensure that all children can access drinks throughout the day.
- use the effective monitoring of practice to further strengthen teaching, particularly to consolidate each child's understanding of the initial sound of their name and the associated letter.

Inspection judgements

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

Children enjoy coming to the pre-school where their uniqueness is valued and they are offered a good level of support. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. This results in children making good progress in their learning. The effective key-person system enables staff to know their key children well and to promote and consolidate children's learning through their day to day interaction. Staff consistently promote children's learning by asking open-ended questions. Their secure knowledge of the individual child enables the questions and level of support to be individual to each child. They are aware of the next steps in children's learning and engage in good quality interactions that support children's progress throughout the sessions.

The pre-school participates in the 'keep on talking' project and children join in well planned small group activities to promote their communication and language skills. Children are encouraged through different activities to learn the names and sounds of letters of their own as well as their friends' names. At circle time they sit together to discuss the days of the week, the weather and to self-register. Letters are sounded out and they learn to recognise them matching the sound to names. Occasionally, such an

activity does not appropriately consolidate a child's learning, for example when the initial sound of a child's name is paired with an incorrect letter. Children are encouraged to develop early writing skills and are given support to learn to write their names on their work using the sound and shape of letters.

Children enjoy story times often in small groups where they have conversations about different features of the book including recognising numbers. Staff are skilled in supporting children to remember past events such as when they planted tomatoes. Children independently use CD players and headphones to listen to stories and turn the pages at the appropriate times in small groups.

Children learn about the world around them in practical ways. They go for walks to see animals such as pigs and fish. Good quality discussions are promoted by the staff so the children are taught to recognise change and observe closely. They look carefully at the fish discussing the different colours and how the movement of them changes the appearance of the water. They discuss different speeds as they talk about the slow speed of the terrapins and the rapid movements of the fish. These activities support children in contributing their own knowledge while they learn new information.

The range of activities and the positive interaction from the staff help children be emotionally ready and motivated in their learning ready for their next stage of development.

Staff continually monitor the activities and assess children's progress to ensure these are well matched. Assessment includes the required assessment for children who are two-years old. Parents are kept informed and contribute to their next stages in learning. This results in parents being fully aware of their child's ongoing development and enables them to complement or extend their child's learning at home.

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

All children are very well supported by their key person. Good quality information is gained before a child starts attending through visits and discussions with the parents and key person to support continuity of care and education. Children are warmly welcomed by the staff who are interested in each child and engage in play and conversation with them. This results in children having a sense of belonging and feeling secure.

The resources are of a good quality overall and displayed to encourage children of all ages to become independent as they self-select what they wish to play with. Staff are able to adapt their teaching to changes in circumstances, and when, for example, their main garden cannot be used they create other spaces for the children to play in outside. The different spaces offer children a different range of activities using the dirt and mud outside with big trucks which children fill and manoeuvre around. They use pipes and slopes to create runways for the vehicles and indoors they organise ball games and music and movement which results in children still being physically active.

Children are learning about healthy lifestyles through day to day practice. In addition to being outdoors, using the gardens or going for walk, they are offered a range of healthy snacks, which they sit together to eat making it a social event. This promotes conversations about what they have been doing or want to do with each other and the staff. They are encouraged to pour their own drinks and help themselves to fruit; some children help their friends to select the foods they like. Children with food intolerances are supported well, staff know what they must not have and organise snacks to meet all the children's needs. However, drinks are not readily available for all children throughout the session so that they can help themselves when they are thirsty.

Children's behaviour is very good, they are aware of the pre-school rules which they talk about at circle time calling out, 'walking feet indoors and kind hands'. They respond to questions from staff which encourage them to share with their friends. Children are reminded and respond well to reminders about staying safe on walks as they hold hands and listen to any instructions.

Staff support children's move into the pre-school and onto school effectively. Young children have settling-in visits until they are happy to be left. Children going off to school have activities that prepare them for this move. For example, the role play area becomes a school where they gain confidence that will support them in new surroundings. They take part on many activities to make them school ready including being independent in their self-care skills. The pre-school teddy has already visited the school and has come back with lots of photographs to share with the children so they begin to recognise some features of the school. Consequently children are prepared for their next stage in learning.

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

The pre-school procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The Local Safeguarding Children Board's contact details for staff, parents and visitors' information are displayed. All children benefit from a safe and secure play and learning environment because staff carry out risk assessments covering all areas the children come into contact with. The owner implements robust and rigorous recruitment and vetting systems consistently to ensure all adults in the pre-school are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The senior team monitor the quality of activities and experiences provided for the children. They have met all the actions from the last inspection which has resulted in good systems to enable each child's progress to be tracked. This includes information on the activities and experiences children need to promote their learning further. The staff team work successfully together to offer the children a wide range of activities and experiences that promote their education and well-being. Children's next steps are clearly identified and are incorporated in the daily plans, which show that the staff know their children well. All children are given a good level of support to help them make progress through the

positive interaction of the knowledgeable staff.

All staff have appraisals and complete regular training to ensure their personal skills and professional development continue to grow. As a result, staff are keen to improve the outcomes for all children who attend. All staff and parents have contributed to the evaluation of the setting. This enabled them to create and act upon ideas to improve the learning environment for children. For example the layout of the room has been changed and the result is a quieter and user friendly environment that is more conducive to children learning.

Partnerships with parents and others are good. Parents receive good quality information about their children's progress. They meet regularly with staff and are encouraged to be involved in their children's learning. Parents report that staff know their children well and they enjoy coming here. There are good systems in place to share information with other early year's settings and professionals to meet the needs of the 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

Unique reference number	EY456164
Local authority	Hampshire
Inspection number	965643
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	53
Name of provider	Sarah Jane Renyard
Date of previous inspection	24/06/2013
Telephone number	07849247100

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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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