

# Little Gems Pre-school

Hanson Lane Enterprise Centre, Hanson Lane, Halifax, West Yorkshire, HX1 5PG

## Inspection date

Previous inspection date

14/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

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

- Staff are confident in their teaching and provide a wide range of interesting activities and learning experiences that match children's developing interests and offer them challenge.
- Staff are sensitive to children's individual needs and manage their move into the setting extremely well. As a result, children settle quickly and develop strong bonds with their key persons.
- Staff support children who speak English as an additional language very well to ensure they are able to communicate their needs effectively and feel included in the setting.
- Partnerships with parents are good. This results in them playing an active part in the life of the setting and promotes effective sharing of information, which fully benefits children's ongoing care and learning.
- The setting is well led and managed, and all members of the team show a good commitment to safeguarding children and to improving the service. This means children are kept free from harm and the outcomes for their care and learning are continually enhanced.

### It is not yet outstanding because

- Staff are not yet making best use of the outdoor area to fully support children's developing literacy and numeracy skills and their understanding of the natural world.

## 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.

## Inspection activities

- The inspector had a tour of the premises and observed children in the playroom and the outdoor area.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of an activity that involved a small group of children making play dough.
- The inspector took account of the views of parents from those spoken to on the day of the inspection and from written comments they have made.

## Inspector

Diane Turner

## Full report

### Information about the setting

Little Gems Pre-school was registered in 2014 and is on the Early Years Register. It is a community provision run by a management committee from the Halifax Opportunities Trust. The setting operates from one room within the Hanson Lane Enterprise Centre in the Kings Cross area of Halifax, West Yorkshire. There is an enclosed area available for outdoor play. The setting serves the local area and is accessible to all children. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one has Early Years Professional status. The setting is open Monday to Friday from 9am until 12pm and 1pm to 4pm, during term time only. Children attend for a variety of sessions. There are currently 22 children on roll in the early years age range. The setting provides funded early education for two-year-olds and supports children who speak English as an additional language.

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

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

- enrich the opportunities in the outdoor area for children to further develop their skills in literacy and numeracy and their understanding of the natural world, for example, by displaying words and numbers in context, providing number items that children can use for counting and using the raised beds for them to grow plants.

## Inspection judgements

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

All staff have a good understanding of how young children learn and develop, and the quality of teaching is good. For example, they know that some children display specific learning styles, such as using schemas, which involve them making sense of their world through repeated actions. Consequently, staff provide lots of opportunities for children to fulfil these. For example, they enable children to transport items, such as water, from one area to another. Staff know when to sit back and give children time to explore for themselves, so they become independent learners, and when to join in to extend their ideas and help them develop their knowledge. For example, a member of staff observes a child scooping up and pouring water into another container and acknowledges that the child is learning about capacity in his own way. She joins the child and describes the container as 'full', which helps children to develop their understanding of mathematical language. Consequently, children make good progress in their development, which means they are acquiring the skills, attitudes and dispositions they need to be ready for the next stage in their learning or school, when the time comes.

Staff provide a stimulating and well-resourced environment indoors for children to play and learn. Children have access to a good range of resources and these are presented at

their height, which means they are able to choose and access items that interest them, in order to shape their own learning. For example, children help themselves to sticky tape and scissors and become fully immersed in using their skills to cut the tape into various sized pieces. Photographs of children at play are displayed and they are able to stick their work on a specific area of a wall if they wish, which gives them a sense of belonging in the setting. There is good use of labelling indoors and children are encouraged to self-register using their named photograph and to hang their belongings on their named peg. This shows children that print has meaning. However, these rich opportunities are not fully extended to the outdoor area. This means children are not fully supported in learning how words can be used in different contexts in different environments. Staff successfully encourage children to use mathematical concepts for a purpose as they interact with them, such as counting how many drops of oil they need to add as they make play dough. However, opportunities for children to observe numbers and use their counting skills are not fully extended to the outdoor area to enhance their learning even further.

Children's development in communication and language is significantly enhanced because staff provide them with purposeful experiences, to support and extend these skills. For example, they provide opportunities for children to join in with singing and rhymes, which means they learn through repetition and word patterns. As a result, children join in with a song about rowing a boat with gusto. Staff read stories with lots of expression, which maintains children's attention and successfully helps them to develop their listening skills. They skilfully use open-ended questions to make children think and they give them time to formulate their answer. For example, as children make play dough, a member of staff asks, 'What else do we need to add?' and children respond with 'Water'. Staff actively involve parents in their children's learning and development. For example, they keep them informed of their child's progress in the setting through discussion and make their learning record available at all times. Parents are actively encouraged to share information about their children's achievements at home, which are displayed on speech 'bubbles' and included in the child's learning record. These include comments such as, 'My child can now say banana'. This means staff have a holistic view of children's development and can plan precisely for the next steps in their learning.

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

Children's moves into the setting are managed very well. For example, key persons initially make a home visit to get to know children in a familiar environment. They take a selection of toys from the setting with them and use these to interact with children, which successfully starts the bonding process in an enjoyable way. Following this, settling-in visits are provided, which are tailored to children's individual needs, so they gradually build up their confidence in their new environment. Staff understand children's individual needs and their family circumstances, and adapt their practice to meet these, which gives children a good sense of security and emotional well-being. Children and families who speak English as an additional language are supported very well. For example, bilingual staff are available to act as interpreters. All staff learn and use key words in children's first language and sensitively use gestures and reinforce words in English as they interact with children. This fully inclusive approach means all families feel welcome and children are keen to attend. Staff actively encourage children to learn about keeping themselves safe,

which further enhances their sense of well-being. For example, they sensitively remind children not to take wheeled toys indoors as there is not enough space to use them safely.

Staff give good attention to ensuring children stay healthy. For example, children have free access to the outdoor area during the sessions, which means they benefit from lots of fresh air. Children develop good coordination and control of their bodies because they are able to use a variety of equipment that supports this. For example, they learn to balance along a beam and to pedal and negotiate wheeled toys. They develop their small muscles as they scoop up stones with spades and use brushes as they pretend to paint the fence with water. Staff use praise and reward charts to acknowledge children's efforts and successes during potty training, which actively encourages children to develop confidence and independence in managing their personal care. Children are well nourished because staff provide them with a range of healthy items for their snack, some of which the children help to source. For example, staff take them to the nearby children's centre where they are able to gather items, such as blueberries and strawberries, in the garden. However, staff do not fully embrace the opportunities that arise in the setting, to enhance children's understanding of food sourcing and nature even further. For example, they do not utilise the raised beds in the outdoor area, so children can experience the whole planting and growing process first hand.

The manager and all staff are good role models for children to follow because they have a very calm, quiet and patient manner. They give high priority to promoting a family atmosphere and supporting children to share and help one another, which produces a very harmonious environment. For example, as a member of staff leads a small group activity that involves completing jigsaws, she encourages children who are more able to use their skills to help other children complete the task. Staff expect children to be capable and to take responsibility from a young age, which means they behave well and become self-reliant. This further helps to prepare children for their move to nursery or school. For example, children help to put the toys away at the end of the session, so the environment is tidy for those who attend after them. They are encouraged to spread their own cheese on their crackers at snack time and to use a tissue to wipe their own nose.

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

The setting is led and managed well. For example, the manager acts very competently as a leader, mentor and motivator for the staff team, and ensures that policies and procedures are followed consistently. High priority is given to safeguarding children. The arrangements for the recruitment and vetting of staff are robust, which means informed decisions about their suitability can be made by management. Staff are confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should report any concerns about a child's welfare or the practice of a colleague. The manager is the designated officer for safeguarding and tests staff's knowledge on child protection on an ongoing basis. For example, she poses possible safeguarding scenarios and questions for them to consider and answer at staff meetings. The staff team are well deployed, which means children are supervised effectively at all times. The premises are safe and secure, with effective measures in place to ensure there is no unauthorised

access to children.

The staff team is well qualified and the manager shows a good commitment to supporting their professional development. She spends time each day in the playroom observing staff's practice and the quality of teaching, and provides guidance and support to enhance this as appropriate. Monthly supervision sessions are held with all members of staff, and they are given time to prepare for these, so discussion is well targeted. The outcome of the session is recorded in great detail and any points for action are followed up at the next session. Training needs are discussed and courses arranged which help staff to continually hone their skills and enhance the outcomes for children's learning. The manager has a democratic approach to leading the team, which means her vision for the setting's future is shared by all members. She is driven to providing a good quality service for families and to continually improving this and the outcomes for children's care and learning. An inclusive approach is fostered to the monitoring and evaluation process, with staff, parents and children all involved in the process. For example, parents are able to express their opinions both verbally and in the form of questionnaires. Any suggestions for improvement are embraced. For example, some parents wanted to leave their pushchair at the setting after dropping their child off, so arrangements have been made to store these in the staff room. Children are provided with a camera and asked to take photographs of what they like about the setting, which are displayed. This shows that they are able to express their opinions. A self-evaluation document has been completed and this gives a clear account of the setting's strengths and areas for improvement. A well-targeted development plan has been compiled from this to show how the service will be enhanced further.

The manager ensures each child's development is monitored successfully. For example, key persons keep records of children's progress, including a tracker that shows their starting points and ongoing progress in all areas. This information is discussed at supervision sessions and used effectively by the manager to analyse the effectiveness of the educational programmes and to identify where there may be any gaps in children's learning and how these can be closed. This means no child is disadvantaged in reaching their full potential. Partnerships with parents are good. Information they receive keeps them well informed about the service. This includes a welcome pack and regular newsletters. A range of leaflets providing support and guidance about childcare-related topics are available for parents to access. Children take turns to take the setting's soft toy bee home and parents are asked to help their child look after this and record its adventures with the children. This enables parents to be involved in their children's learning in an enjoyable and relaxed manner. Parents' comments about the setting are very positive. For example, they state they are very pleased with the progress their children are making and that they would recommend the setting to others. The setting has forged valuable links with external professionals, such as health visitors and family support workers at the local children's centre, which promotes a cohesive approach to supporting children and their families. Links are starting to be forged with nursery teachers at the local schools, to support children's move to the next stage in their learning.

## 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>	EY467300
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	953447
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Halifax Opportunities Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01422 347392

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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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