

# Little 1 Pre-School

The Salvation Army Church 85 Whites Way, Hedge End, Southampton, SO30 2GL

## Inspection date

Previous inspection date

11/09/2014

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

- Children are secure and happy due to the caring staff that support children to settle and are very attentive to their ongoing individual needs.
- Effective partnership working with parents means that there is a consistent approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Children are motivated by the imaginative and stimulating ways activities are presented throughout the pre-school. They are totally engaged in their learning and make good progress taking into account their starting points and capabilities.
- The pre-school is well led and managed. There is a strong commitment to provide high quality of teaching and learning for the benefit of the children.

### It is not yet outstanding because

- Children have fewer opportunities to explore and use toys and resources that reflect individual differences and cultural diversity.
- Staff do not use all opportunities to promote children's early literacy skills in the outdoor environment.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took part in a joint observation with the deputy manager and had a tour of the pre-school with the manager/provider.
- The inspector held discussions with the manager/provider and deputy manager throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

## Inspector

Jane Frank

## Full report

### Information about the setting

Little 1 Pre-school registered in 2014. It is a privately owned provision in a residential area and is one of two provisions registered under the same ownership. It operates from the Salvation Army Church in Hedge End, Southampton. The provision uses two playrooms, a kitchen, a lobby area for coats and two cloakrooms on the first floor of the premises. The first floor is accessed via two flights of stairs and a lift that opens directly into the main play area. There is an area available for outdoor play. The pre-school serves the local area and surrounding villages. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the provision of free early education to children aged two, three and four years. Children can attend for a variety of sessions or stay all day. There are currently 35 children on roll in the Early Years age range. The provision opens five days a week during school term times. The sessions run from 8am until 5.45pm Monday, Tuesday and Thursday and 5pm on Wednesdays and 4pm on Fridays. Children can attend within this time for a minimum of 3 hours. Children who stay all day bring their own packed lunches. There are eight members of staff including the manager. Five hold appropriate early years qualifications at level 3 and the deputy manager and manager holds an Early Years Professional qualification at level 6. The pre-school receives support from the local authority.

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

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

- increase the range of toys and resources available to children that reflect differences to further encourage children to value and respect diversity
- extend learning opportunities for literacy within the outdoor environment to fully support children's developing awareness that print and symbols carry meaning.

### Inspection judgements

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

Children settle quickly on arrival, are warmly welcomed by staff and are familiar with the daily routines. Dedicated staff plan an exciting, playful environment for children's learning and have a good knowledge of how children learn and their role in encouraging this. Staff gather information from parents and complete observations when children begin at the pre-school. They use this to identify children's interests and capabilities so they can plan suitable and challenging activities that meet children's individual needs. Good

observations, assessments and planning enable all children to make continued progress in their learning and development. Parents' comments about their child's learning at home are included in assessments. This results in staff following the children's individual interests to plan interesting and inspiring activities, both inside and outdoors. Key persons work closely with parents to review children's progress. This allows staff to identify any areas where children would benefit from additional support and can plan for these. Staff use questions effectively and introduce new vocabulary, particularly to children who are learning English as an additional language.

Staff place an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. As a result, children are exceptionally well prepared in gaining new skills ready for the move to school, and their next stage of learning. Children feel extremely secure and comfortable with routines, owing to having established close relationship with a person who is special to them. They fully engage in their activities and experience rich, varied and imaginative learning opportunities. Staff provide experiences that children thoroughly enjoy. This means children concentrate on each activity for a very long time, having chosen what they want to do for themselves from the wealth of activities and toys offered. These include appealing sensory materials. For example, children explored different textures of jelly, sand and shaving foam. They used their hands and a range of resources to integrate these materials actively exploring and investigating. Staff used this chance to introduce words such as, 'Cold,' and 'Slimy'. In addition, following children's interests they introduced an understanding of shape recognition drawing circles in the shaving foam. This shows the staff team's ability to seize spontaneous learning opportunities, and of how language development permeates across the different areas of learning.

Children are developing well physically, and display a good sense of spatial awareness as they deftly steer around obstacles and other children. They have daily access to an outdoor open space where they jump, run and balance across stepping stones as they develop their physical skills. Although many resources are available for the outdoor area, staff do not maximise all opportunities outdoors to stimulate and promote children's literacy skills. For example, there is a lack of environmental print across the play areas. This does not fully support those children who particularly like to learn outside. Nevertheless, the pre-school provides a stimulating and welcoming outdoor environment. Staff seize opportunities to extend children's learning through children's interests. Children were engrossed exploring the mud kitchen in the garden as they poured, scooped, stirred, filled and carried using a range of containers. Staff encouraged children to use their imaginations, such as when children independently put together an obstacle course using natural resources. As a result, children take ownership of their learning and learn balancing skills as they make their way across their creations.

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

Children are happy, settled and content while at the pre-school. Children benefit from individualised settling-in arrangements which means that children settle at their own pace

and they develop strong attachments to their key person. This gives them confidence to leave their parents and settle quickly to their activities. Children become familiar with the daily routine, which helps them to feel secure. Consequently, they show high levels of confidence and self-esteem and are motivated to learn. The children behave well as they are engaged in making their own choices, and are beginning to understand right from wrong. Staff adopt a consistent approach to explain why any behaviour is not acceptable and any consequences. Staff teach children about safety, and children demonstrate that they are well aware of keeping themselves safe. For example, children help to tidy away toys and take part in regular fire drills. They are emotionally well prepared for the next stage in their learning.

Staff place a high emphasis on children's physical development, playing outdoors in all weather and encouraging a healthy lifestyle. Children are learning about healthy eating with the well-balanced snacks provided and choices of different fruits and vegetables. Staff extend this by explaining how it helps them to grow strong. Children develop skills for independence as staff encourage them to try to do things for themselves. They learn how to help themselves to a suitable amount of food. Staff carefully model such skills as cutting up apples, so children learn to do this for themselves. Children know they need to wash their hands before eating, after going to the toilet and playing outdoors. This supports children's good health and well-being.

The resources and toys are stored in open units, and the environment has plenty of space to move around. This means that children can help themselves and plan their play activities to suit their individual learning preferences. However, there are fewer resources currently to promote fully children's understanding of the differences between themselves, their families, and others in the community and wider world around them. Nevertheless, positive staff interaction helps to develop children's confidence and self-esteem extremely well. Staff implement good procedures to safeguard children's welfare and carry out daily risk assessments. They are vigilant about children's safety and procedures are in place to transport children around the building to keep children safe at all times.

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

Management and staff team have a good understanding of the requirements in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Good procedures for the recruitment, induction and supervision of staff ensure staff suitability to work with children.. Staff demonstrate a clear understanding about safeguarding procedures and they are clear about what to do if they have any concerns about children in their care. Staff carry out detailed risk assessments regularly and minimise any potential hazards to ensure the environment is safe for children. This helps to promote children's welfare.

Management demonstrates a clear understanding about their responsibilities in meeting the learning and development requirements. Staff demonstrate they know their key children well and work closely with parents to highlight children's next steps and interests.

Staff complete effective assessments on all children, including the required progress checks for two-year-old children. This helps staff to monitor children who may need extra support.

The management and staff are dedicated in their goal to provide good quality childcare and work well as a team. All staff are able to contribute to the evaluation of the setting and take pride in their work and the exciting environment they have created for the children. There is clear direction and enthusiasm from management and this motivates the staff team. Action plans are in place to ensure they continually evaluate and improve their teaching skills and the learning environment for the benefit of the children.

Partnerships with parents promote a joined-up approach to meeting children's individual needs. As a result, this supports continuity between home and the setting effectively. Parents receive detailed information about their child's progress and daily activities. Parents' views and ideas are regularly sought. Parents comment on the friendly staff who successfully build trusting and professional relationships with all families. As a result, management and staff engage and motivate all children well. Therefore, all children make good progress in their learning and development. Staff have made good links with other professionals to promote inclusion and children's development. Staff are building good relationships with the local school, where they share information with the Reception teachers. This helps prepare children very well for their move into school.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY474475
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	968058
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Little 1 Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02380273898

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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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