

Little Ferns Pre-School

Scout Headquarters R10, 106 West Street, Ewell, EPSOM, Surrey, KT17 1XR

Inspection date	16/09/2014
Previous inspection date	30/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have secure, trusting relationships with their key person and staff. Consequently, they are settled and growing in confidence.
- Effective and continually developing partnerships between staff, parents and other agencies ensure staff meet children's identified needs well.
- Staff use observations and assessment successfully to plan for children's next steps in their learning; therefore, children make consistent progress in relation to their starting points.
- Comprehensive risk assessments are in place. Children are very well safeguarded with staff supervising the children carefully.

It is not yet outstanding because

- Staff do not always fully consider the needs and aptitudes of the younger children during large group activities.
- Drawers and resources are not clearly labelled with words and pictures so children have opportunities to recognise and select additional activities into their play and develop literacy skills.

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 nursery with the manager.
- The inspector held discussions with the manager and they conducted a joint observation.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff taking part in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments, and sampled the records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Little Ferns Pre-School opened in 1995 and re-registered under new ownership in 2010. It operates from a scout hall in Ewell Village, near Epsom in Surrey. There is direct access to an enclosed outdoor play area. The pre-school operates during term time. Sessions are Monday to Friday from 9am to 12pm, with the additional option for children to attend the lunch club from 12pm to 1pm. Sessions also run from 12.45pm to 2.45pm Monday to Thursday for children aged two years. The pre-school is registered on the Early Years Register. There are currently 15 children aged from two years to five years on roll. The pre-school currently cares for children who have special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-olds. A total of six staff members are employed to work with the children in addition to the provider/manager, who holds a relevant early years qualification at level 3. Four staff members are qualified at level 3.

What the setting needs to do to improve further

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

- review the delivery of large group activities, to support each child's full engagement and participation by taking into consideration the needs and aptitudes of all children
- further support children to recognise and select additional activities into their play and to develop literacy skills, for example by labelling drawers and resources with words and pictures.

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Key persons gather useful information from parents and complete observations when children begin at the pre-school. They use this purposefully to identify children's interests and capabilities so they can plan suitable and challenging activities that meet children's individual needs. The staff's good use of observations, assessments and planning enables 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. These factors combine so children make rapid progress in their learning and development from their starting points on entry.

Staff challenge children effectively to play and explore and are highly skilled in extending children's play. For example, staff followed children's interest in sea creatures to explore an understanding of colour, size and number. This shows the staff team's ability to seize spontaneous learning opportunities, and how language development permeates across the different areas of learning. Staff help children to build their language and communication skills with regular teaching about phonics, or letter sounds in small groups. Children are skilled at identifying the sounds in their names for example, and can identify significant letters. However, large group activities do not consistently reflect the individual needs of all children. This means that, sometimes, children are not able to contribute in a way which is of value to them. Nevertheless staff have a good understanding of how to promote the learning and development of children.

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. All children have access to mark-making tools, such as play dough, pencils and crayons. Children independently selected different resources to make marks on paper, supporting early writing skills. They can choose from a variety of adhesives and select and use a very good range of materials to express their creativity. However, not all drawers and resources are clearly labelled with words and pictures, to enrich literacy development and to support children's understanding of where resources are by providing visual cues. Staff encourage children to try out new activities. The children explored colour differentiation and relished mixing colours together, delighting in the new colours created. Staff listen attentively to children to follow their interests, and extend their learning.

Key persons work closely with parents to review children's progress. Parents may access children's records at any time, and they receive regular updates. They also have opportunities to attend parent evenings where they can discuss the progress of their child. This provides a consistency of care between staff and parents, so that children feel well supported in their learning by all adults. As a result children are happy and motivated and, consequently, make good progress in their learning and development given their starting points. Professionals from other agencies who support children and families are made welcome when they come, to observe the child at play and offer advice and support to the staff. Through effective monitoring, staff, parents and outside agencies identify gaps promptly and agree intervention plans.

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

Children enjoy their time at the pre-school, arriving happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff meet children's individual needs, and preferences are clear from the start. Parents have regular contact with their child's allocated special person, and this communication helps to build positive relationships between home and the pre-school. This then contributes to children's sense of security and well-being. Children behave well and follow the rules and boundaries for acceptable behaviour. They demonstrate a very high respect for one another and a very

good understanding of their routines. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become motivated and active learners. Children are involved in routine activities to develop their understanding of safety, such as tidying the toys away so that others do not trip. They take part in the fire drill which is practised regularly so they know how to exit the premises in an emergency.

Children's physical well-being is effectively promoted. Effective standards of cleanliness are maintained throughout all areas, including the kitchen to help prevent the spread of infection. Staff follow sound hygiene routines and help children to learn about the importance of these. As a result, children understand the need to wash hands after messy play, outdoor play and before snack. Staff teach children to develop good personal skills as part of a healthy lifestyle. They learn how to help themselves to a suitable amount of food. Staff carefully model such skills as cutting up bananas, so children learn to do this for themselves. Staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Staff sit with the children at snack time, acting as good role models, as they demonstrate social skills and create a warm, pleasant occasion. Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Children choose and easily access the activities and locations that interest them. Staff are close at hand to observe, keep them safe and when appropriate extend their ideas.

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

The provider and staff team have a good understanding of the requirements of the Early Years Foundation Stage. Staff have attended safeguarding training and hold paediatric first-aid certificates. They are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being and have a good understanding of the whistle-blowing policy. The premises are secure and closely monitored. Fire drills take place monthly. This means staff and children are fully aware of the procedures to follow should an incident occur. All staff are aware of where to access the emergency whistle which is easily accessible. Staff carry out daily safety checks, and detailed risk assessments regularly to ensure the environment is safe for children. This means that children are safe from any hazards, which contributes significantly to each child's safety.

The provider has robust procedures for staff recruitment and induction. All staff are appropriately vetted and qualified. Good induction systems ensure that staff are clear about their roles and responsibilities. Staff are effectively monitored by the provider. They take part in supervision to discuss their training needs, individual needs and continual professional development. Regular team meetings are used to monitor new systems of working and cascade information and training to all staff to drive improvement in their practice. Effective monitoring of the educational programmes ensures that staff plan and

provide a varied range of experiences to help children make good progress in all areas of learning. The pre-school has well-organised systems to identify children's needs quickly and there is consistent planning and assessments for individual children. Therefore, staff have an accurate understanding of children's achievements and their capabilities, and can make timely interventions when needed to support children to make good progress.

The staff embed partnership with parents and carers effectively into practice. Parents have very positive views about the pre-school and their comments are valued. The parents make comments, such as 'staff are friendly and caring' and 'children make very good progress in their learning'. The staff monitor and evaluate practice through a focus improvement plan. This ensures that they identify all areas of the pre-school consistently for sustained improvement. The views of parents, children and staff, form part of the process. This information is used to develop practice and discussed with staff for continuous development. As a result everyone has a clear understanding of the strengths of the pre-school and is involved in the identification of areas for development to improve outcomes for children further.

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

Unique reference number	EY411980
Local authority	Surrey
Inspection number	963393
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	15
Name of provider	Melanie Jane Merchant
Date of previous inspection	30/09/2013
Telephone number	07881754558

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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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