

Little Roo's Pre-School

ST Marys Church Hall, Dock Road, Grays, RM17 6EX

Inspection date

Previous inspection date

08/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff demonstrate a sound knowledge of safeguarding in order to protect the children in their care.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.

It is not yet good because

- The key-person system does not consistently ensure that every child's care is tailored to meet their individual needs.
- At times, staff do not use effective teaching strategies in order to fully challenge and extend children's learning and capture their imaginations.
- Daily routines do not always support opportunities for children to lead their own play.
- The presentation of resources does not consistently support children to make choices and initiate their own play and learning.

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 observed activities in the pre-school and talked with the staff.
- The inspector viewed the areas of the premises and garden.
The inspector looked at children's assessment records and planning documentation.
- She checked evidence of the suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, through discussion and as recorded in written questionnaires and reference letters.

Inspector

Jemma Hudson

Full report

Information about the setting

Little Roo's pre-school was registered in 2014 and operates from St Mary's Church hall in a residential area of Grays in Essex. All children share access to an adjacent outdoor play area. The pre-school is easily accessible for all, including wheelchair users. Children come from the immediate and surrounding areas. The provision is registered on the Early Years Register. The provision is open Monday to Friday 9.30am to 12.30pm, during term time only. There are a total of six staff including a manager. Of these, four are qualified to level 3. There are 28 children on roll and all are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the key-person system to help ensure that every child's care is consistently tailored to meet their individual needs
- improve teaching strategies, so that staff consistently challenge and extend children's learning particularly through effective questioning to support children's language development.

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

- ensure the routines of the nursery are sufficiently flexible to allow children to lead their own play
- enhance the presentation of resources to support children's ability to make choices in their play.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a satisfactory range of experiences for children. They observe individual children's progress and record their development in their learning journeys. Staff obtain information about children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis. This approach successfully engages parents in their children's education.

Children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they use sponges and water to wash the dolls. They smile as staff praise and acknowledge their efforts. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice. Staff have formed warm relationships with children and interact with them throughout the session. However, these interactions are often based on staff's care skills rather than on focused teaching and observations of children's achievements in the prime areas of learning.

Staff arrange toys and equipment so that children can make some independent choices, enabling them to follow their interests. However, at times the presentation of resources does not fully support children to direct their own play or extend their learning. This results in children not being sufficiently challenged and consequently not becoming fully involved in activities.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place. However, there have been recent changes of key-persons within the pre-school. As a result, not all staff have a secure enough knowledge of the children's achievements and learning styles, in order to offer the children care and learning that is tailored to meet their individual needs. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. At times, the routines of the nursery are not sufficiently flexible to fully support opportunities for children to lead their own play. For example, staff interrupt children's play mid-morning to tidy away resources ahead of snack time. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children have access to an outside area during the session which means that they benefit from regular fresh air and exercise.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash their hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and manage their personal care. Children learn about the needs and feelings of others through sharing, taking turns and helping

others. Their behaviour is generally good as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before having their snack. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The pre-school adheres to regulatory ratios to meet the needs of all children and ensure they are closely supervised to assure safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. The manager has a sound understanding of the strengths and weaknesses of the educational programmes and has effectively identified some areas for improvement. This helps to promote good outcomes for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and newsletters. Relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Information sharing is effective and this eases children's move to other settings or on to school.

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	EY475010
Local authority	Thurrock
Inspection number	957141
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	28
Name of provider	Zoe Pamela Farren
Date of previous inspection	not applicable
Telephone number	07825 500760

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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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M1 2WD

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