

Little Lanes Pre-School Ltd

The Old Gospel Hall, Lower Manor Hall, Lower Manor Road, GODALMING, Surrey, GU7 3EG

Inspection date	13/10/2014
Previous inspection date	21/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's individual needs are well met, because staff work successfully with parents and other agencies to involve them in children's learning and development.
- Children make good progress in their learning, because staff constantly respond to children's individual interests and focus on promoting their next steps for learning, while allowing them to take the lead in their play.
- Overall, staff provide a good range of varied activities and resources that inspire children during their play.
- The manager and staff have a good knowledge and understanding of child protection procedures, and the process to follow to safeguard children's welfare and well-being.

It is not yet outstanding because

- The range of indoor and outdoor resources does not always stretch and challenge children's physical abilities.
- Staff do not always seek information from parents about cultural and religious events in children's home lives, to incorporate activities in their planning to extend children's understanding of differences in society.

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 observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision during a large group adult-led singing session.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, checked evidence of suitability and qualifications of staff working with children, and reviewed the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views who were spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Little Lanes Pre-School was registered in 2011. It operates from the Old Gospel Hall in Farncombe, Surrey. Children have access to a main hall, with toilet facilities off the hall. There is an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The manager holds Early Years Professional Status and works with four other members of staff, three of whom hold appropriate qualifications, and one of whom is an apprentice. The pre-school operates during term-time only, with sessions from 9.15am to 12.15pm and 12.15pm to 3.15pm, five days a week, except on Fridays when the afternoon session finishes at 1.00pm. A breakfast and lunch club also operate between 8.30am to 9.15am and between 12.15pm to 12.50pm. There are currently 28 children on roll, all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. The pre-school supports children who have special educational needs and/or disabilities.

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 indoor and outdoor play equipment to further stretch and challenge children's physical abilities.
- Seek information from parents about cultural and religious events in children's home lives, to help plan activities to further promote all children's understanding of the world and differences in society.

Inspection judgements

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

The staff and apprentice have a good knowledge of the purpose of activities and how to use them to successfully promote children's learning. They work effectively as team to meet children's individual needs and promote their learning in all activities without disrupting their play. Consequently, children make good developmental progress, including children with special educational needs, and are motivated in their play. Staff accurately observe and assess children's skills, knowledge and abilities. They use their observations and assessments to plan a wide range of activities that successfully capture children's interest and enthusiasm for learning. Children constantly engage in purposeful play because staff adopt a very flexible approach to planning which is driven by the children's choices. Staff notice when children show interest in books, and go sit with them to read to them on a one-to-one basis or in small groups. Consequently, children concentrate well

while listening to stories and often choose to look at books on their own. The manager provides a good role model for other staff as she uses props to promote children's understanding of the sounds of letters, which develops their pre-reading and emerging writing skills. Consequently, children develop the skills they need for their future learning and their move on to school.

Children build and construct with purpose as, together with their friends, they use different sized blocks. They develop their coordination during planned adult-led music and movement activities. For example, they enthusiastically copy staff crouching down and walking on tip toes during this session. Children make good use of resources available to seek their own challenges. For example, they balance and jump over low-level beams and old milk crates, and use walking stilts. However, staff do not always provides resources, both indoors and outdoors, which provide children with enough challenge to stretch their physical abilities. Staff work closely with parents to involve them in children's learning through daily communication and the recent introduction of a secure online, interactive learning journal. This system allows any gaps in children's learning to be clearly identified and acted on. The provision for children with special educational needs is good. The special educational needs coordinator creates individual education plans for children, in consultation with parents and using information received from outside agencies. She reviews and updates the plans every six weeks according to the aim given for children's individual progress. In addition, she has recently introduced Makaton to help children communicate and be included. Consequently, gaps in children's speech and language development are successfully being reduced.

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

Children are well behaved and cooperative. Staff adopt a consistent approach to managing behaviour by sharing their observations of any incidents, agreeing strategies and introducing new initiatives. For example, when the noise of indoor wheeled toys on the wooden floor was distracting for other children, staff provided wooden pallets for children to use outdoors that created the same sound effect. Staff successfully encourage children to take turns when using resources. For example, children take turns climbing onto a milk crate to reach and pour water down drain pipes attached to the outdoor wall. Children form secure emotional attachments with staff and other children, including those with special educational needs. This can be seen as children hold friends' hands and sing happily as they skip around the play area. Children move smoothly between the provision, school and other early years provision because the pre-school staff successfully meet their individual emotional needs. Staff promote children's independence by giving them time to achieve and repeat tasks for themselves, such as, taking off their wellington boots and putting on their shoes after playing outdoors.

Children's good health is well promoted through the provision of nutritious snacks and lots of time for them to be active. They play outdoors all year round and benefit from using the under cover area for activities that takes children's learning from indoors to outdoors. They enjoy eating the fresh fruit available and are provided with packed lunches by their parents. The playroom is very well organised and welcoming. Children are confident,

independent learners due to the freedom they are given to make their own choices and decisions about which resources to explore, both indoors and outdoors. There is generally a good range of indoor and outdoor resources that motivates children during their play. Staff teach children about their own safety. For example, they remind them how to hold scissors correctly, show them how to carry blocks safely and talk about the importance of not wearing scarves on the slide. Children's keypersons organise daily small group sessions which they use to successfully extend children's learning. These activities are fully inclusive because staff welcome other children who show interest. Consequently, children further develop their ability to concentrate during activities. Staff plan activities to celebrate general cultural events in the world. However, they do not always seek sufficient information from parents about their home celebrations to use this expertise to enhance children's understanding of differences in society.

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

All staff suitability checks have been completed. The manager and staff have a good knowledge and understanding of child protection procedures through regular training and discussions at staff meetings. Staff demonstrate a good understanding of the process to follow if they are concerned for a child's welfare or well-being. The premises are safe and secure and children are well supervised at all times. Staff take an active part in risk assessments to reduce hazards and maintain children's safety. For example, they always check the garden before children go outdoors and make sure there is always a member of staff at the entrance during children's arrival and departure times. The manager's role is clearly established and she understands and meets the requirements of the Early Years Foundation Stage. She works well alongside staff as part of the team, and takes action to ensure continuous improvement in staff practice. There is a well organised, regular and effective professional development programme. Since the last inspection, staff have attended a range of training to continually improve the quality of care and learning for children. For example, the 'fun with phonics' training has helped staff introduce more adult-led activities that have promoted children's communication, language and literacy skills.

All staff have up-to-date first-aid qualifications. This means that, despite children moving freely between the indoor and outdoor play areas, there is always a first-aid qualified staff member to respond quickly to an emergency. The manager and staff successfully monitor and track children's progress in relation to their developmental starting points, and adapt activities to meet children's individual needs. The manager successfully drives improvement and uses a local authority quality assurance scheme to help her in this process. There are generally well-focused improvement plans implemented through engagement with staff, children, parents and carers. The manager of the provision seeks, and acts on, parents' ideas for improvement through the use of questionnaires. For example, a secure online system has recently been introduced that allows staff and parents to immediately exchange information about children's individual achievements. This was in response to parents' requests to improve communication about their children's progress and be more involved in this process. Future aims are clearly identified and

recommendations made at the last inspection have been met. The tracking of children's progress has been improved, and staff have requested words from parents in children's home languages which they use to communicate with children. Staff communicate effectively with staff in other early years provisions that children attend, such as childminders, to provide children with continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY427347
Local authority	Surrey
Inspection number	823320
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	28
Name of provider	Little Lanes Pre-School Limited
Date of previous inspection	21/09/2011
Telephone number	07525 419461

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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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