

# Little Gems Pre-School - Chandlers Ford

Fryern Infants School, Oakmount Road, Chandler's Ford, Eastleigh, Hampshire, SO53 2LN

<b>Inspection date</b>	05/11/2014
Previous inspection date	26/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- All children are making good progress in their learning and development given their starting points, their individual needs, and length of time at the pre-school.
- Highly qualified and caring staff create welcoming, safe, and interesting learning environments indoors and outdoors, where children are able to enjoy learning and grow in confidence.
- A good system of self-evaluation informs the pre-school's priorities and supports the identification of challenging targets for improvement, to raise standards and outcomes for children.
- Excellent partnership working with the host school extends the quality of learning experiences for children as they use facilities such as the library, music room and sports equipment.
- A range of strategies helps staff and parents exchange information, to promote children's learning, development, and well-being.

### **It is not yet outstanding because**

- Some of the oldest children are losing confidence and self-esteem, as they are set apart from their classmates who now attend school each day. Staff have not fully formed plans to address the personal, social, and emotional implications of this new

situation.

- There is little time for staff to share up-dated training and expertise across the team. This underpins their drive to continue to raise standards so all children reach their highest levels of achievement.

### **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 a wide range of activities across all areas of the per-school and talked with staff and children about what they were doing.

The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.

- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.

- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.

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**Inspector**

Helen Robinshaw

## Full report

### Information about the setting

Little Gems Pre-School registered in 2000. It is one of two pre-schools in a privately owned, local chain. The pre-school is situated in rooms within Fryern Infant school in the Chandlers Ford area of Hampshire and serves the local area. Children use the main pre-school classroom, with toilet facilities and a fully-enclosed outside play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school is open from 9am each weekday during term times. On Monday and Friday it closes at 12noon and on Tuesday, Wednesday and Thursday afternoons, sessions close at 3pm. Children attend for a variety of sessions, or for the whole day. There are currently 44 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two-, three-, and four-years.

The pre-school employs seven staff. Of these, five hold appropriate early years qualifications at level three or above and two are currently training for qualifications at level three. The manager and her deputy are qualified teachers.

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

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

- make time to share training up-dates and expertise across the team, so that all staff increase their confidence in delivering new systems to support vulnerable children and children with special educational needs and/or disabilities.
- find creative ways to strengthen the personal, social, and emotional development of the rising five-year-olds, as they wait for school placements to become available

### Inspection judgements

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

The new team of staff are good at meeting the needs of the range of children in their care. They plan a wide range of activities around children's interests. This means that children quickly engage with games and resources that enable them to explore the things that interest them. For example, staff set the art area up with black paper and neon coloured paints, as children celebrate the changing seasons and festivals, such as bonfire night. Staff listen to children's ideas and help them to express themselves more clearly in words and paints. For example, they model new language to describe 'sparks' and 'fountains of light'. Staff frequently review how children use each area of the pre-school,

and they make improvements to support children's independent investigations. As a result, children can reach many different pots of collage materials and glue. They create things to paint from cardboard boxes and tubes, and choose between different sizes and shapes of brushes and rollers. Children enjoy what they are doing, and persist when their plans go less smoothly than they had intended.

Staff are always nearby to provide encouragement, and they delight in children's achievements. They give children plenty of time to try out new strategies before offering suggestions of their own. Children have the freedom to be imaginative, and they gain the confidence to express themselves as they tackle new ventures. Staff carefully observe how children learn best, while ensuring they make progress in all areas of development. For example, they build on children's interest in painting bright patterns, by putting the paper in a shallow tray and adding marbles, to create new patterns. Staff bring in mathematical concepts, as they help children experiment with different numbers of marbles, travelling in different directions at different speeds. Children learn to think about the impact of size and weight, as larger marbles make different patterns.

Staff share many of their observations and photographs with parents, as they upload them onto a secure online system. Parents appreciate these regular insights into snippets of their children's day. They help parents and staff keep up to date with the children's individual progress across every area and aspect of their learning and development. Staff compare children's achievements with age bands of typical development. This delights staff and parents as they enjoy and celebrate children's new skills. It also helps them know how to support children towards their next steps in learning. Staff at the local school notice improvements, as the new pre-school team work with parents to enhance children's skills across every area of their development. Accurate records of children's progress support their moves to school, and help reception class teachers prepare the way. Children make good progress towards the early learning goals, and parents understand how the Early Years Foundation Stage links pre-school with infant school education.

The pre-school's systems for sharing information with parents also helps them work together, to focus on any gaps or delays in children's progress. For example, where children are learning English as an additional language, staff evaluate the impact of their teaching strategies to support both languages. They also check that gaps in children's skills are closing, in preparation for their moves to school and other activities in their community. Staff quickly identify when children would benefit from referral to specialist agencies, such as speech and language therapy services. Meeting children's individual needs is always the priority, as staff work with parents to follow through specialist guidance and provide additional teaching at the nursery. Termly, written updates help parents to share their children's development with other services, such as health visitors and social workers.

Staff work well with parents to establish children's skills and needs before they join the pre-school. A wealth of shared information helps to ensure that each key person provides a secure, reassuring presence for the children in their group. Parents commend staff for their in-depth knowledge of their children, and for guidance on how to carry over learning into other situations. The key person system and partnership working with parents have improved significantly since the last inspection. This supports children's individual progress

across all areas of their learning and development.

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

A wealth of shared information underpins the role of the key person, who provides a secure, reassuring presence as each child settles into the pre-school. Parents and staff work closely together, to ensure staff understand children's individual needs and parents understand the pre-school routines and record keeping. Children are reassured by good levels of continuity in care and learning between home and the pre-school. Sensitive and caring staff provide children with a familiar and trusting base from which to explore. Children soon become confident in accessing each part of the pre-school environment, enjoying times on their own as well as making new friends.

Clear, daily routines provide a secure framework around long periods of uninterrupted free-play and discovery. Children gather in small groups with their key person each day, where staff focus on supporting children's progress towards their next steps in learning and development. Staff also plan these special times with activities that aim to strengthen children's personal, social, and emotional skills. For example, younger children learn to listen to each other, and they gain the confidence and skills to express their own ideas in a safe group. Staff also use this opportunity to extend the learning and skills of high achievers. This is particularly effective, as qualified teachers work with the small group of children who were due to start school this academic year but who have not secured local placements. However, addressing the personal, social, and emotional needs of these children effectively, is proving harder for staff. Parents and staff observe that some children are losing confidence and self-esteem, as they are set apart from their classmates who now attend school each day.

Staff deploy themselves and supervise children well, during lengthy periods of free-flow movement between the indoor and outdoor areas. This enables children to move easily between areas, as they investigate a mix of familiar and new activities. Children learn to manage risks appropriate to their ages, as, for example, they balance on stilts and walk along low walls. Staff are ever mindful of children's safety and provide reassurance by staying close, while also encouraging children to grow in independence and skill. Children delight in their achievements, and they share their joy with staff that know them well and recognise their progress.

Staff encourage the children to dress themselves and find their coats on their named pegs. Children learn to put more clothes on when it is cold and take layers off when they are too warm. This means children are able to access their environment with increasing independence. Staff also teach children how to eat healthily, as they choose between water and milk to drink, or fruit and biscuits for snack. Staff talk with children about how some foods help them grow strong, while others give them energy to run about. Children learn to think about what they choose to eat and to balance healthy food with sweet treats. This helps children understand why staff like them to start with the strength-building foods in their lunch boxes, before eating their puddings.

The rented pre-school classroom is next door to the reception class at the host school. Excellent partnership working with the school extends the quality of teaching experiences, as the pre-school children use their library, the superb music facilities, and outdoor sports equipment. Staff also work closely with the Reception class teacher, who was quick to commend the pre-school team for the way children walked through the school. This is a reflection of the high expectations of the pre-school teachers, and of the way they prepare the children before each visit. The pre-school team also works closely to support children moving on to other local schools, and those who attend a second pre-school placement. Grandparents and childminders also praised staff for the way they are valued and included in pre-school life. This helps them share updates with children's parents and open up conversations with children about their activities each day. Children show they feel happy and secure in the nurturing warmth of their teachers and carers.

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

The new manager and her team work effectively together to implement clearly-focused improvement plans as they continue to drive up standards across the pre-school. Parents recognise and appreciate staff efforts since the last inspection, and state they are very happy with their children's care and progress. Staff meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff know and implement the written policies, and procedures, to safeguard children. The owner follows clear procedures for checking the suitability of those who work at the pre-school. She and her manager work well together to provide induction training, regular supervision meetings and appraisals, to ensure staff fulfil their roles effectively. Senior staff are experienced in supporting children on the child protection register. They work with other agencies and families, to promote and meet all children's individual needs. Vulnerable children thrive in the care of committed and capable staff.

All mandatory policies and procedures are in place and staff implement these effectively to support children's health, safety, and well-being. For example, staff keep clear written records of accidents, injuries, and any first-aid treatment they administer, including evidence of when parents are informed. The manager reviews these regularly, to look for possible trends and solutions. She routinely updates systems for assessing risks to children's safety. There are check-sheets to document the daily practices staff routinely follow, to minimise risks to children's safety and welfare. Staff know, and use, policies and procedures for responding to children who are ill, infectious or require medication. They routinely update their training in paediatric first aid and in the use of epi-pens. These measures help to keep children safe and feeling confident to explore and enjoy every aspect of their indoor and outdoor environment.

Staff at the pre-school are also effective in meeting all the learning and development requirements of the Early Years Foundation Stage. The manager oversees the quality and the diversity of the education programmes and children's progress at the pre-school. Discussion with parents highlights how pleased they are with new systems to share information and support continuity of learning with children's home life. Parents have good

relationships with their children's key person and with the pre-school parent partnership officer. Staff constantly review aspects of their provision, to improve their services for children and their parents. They talk with children and parents on a daily basis and use parental questionnaires, to explore planned improvements. For example, routines at the end of the day are tight for staff, parents, and children as they make room for an after-school club, which uses the pre-school room. Parents commend staff for improvements in this area, and note their efforts towards short-term solutions, to make the premises fit for purpose. For example, staff hang up large drapes, as the main windows do not have blinds, and artwork brightens up walls in need of redecoration.

The owner employs two highly-qualified and experienced early years teachers to lead the pre-school team. This greatly enhances how the pre-school supports children through effective multi-agency working, in partnership with outside professionals and the local schools. There is a wealth of experience across the staff and a drive to raise standards for all children further, through planned training initiatives. However, the fast turn-around at the end of the day, and the setting up of the provision at the start of the day, leaves little time for staff to share their knowledge. Time to share expertise and training on a regular basis, underpins their drive to achieve the highest levels of progress for their most vulnerable children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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>	EY341325
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	962819
<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>	33
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Gemma Louise Akins
<b>Date of previous inspection</b>	26/11/2013
<b>Telephone number</b>	02380 268480

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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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