

Little Gems Pre-School

The Youth Suite, Council Offices, Reading Road, Yateley, Hampshire, GU46 7RP

Inspection date	10/11/2014
Previous inspection date	31/03/2009

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 make good progress because staff focus strongly on promoting and extending their learning.
- Children are happy and motivated in their play because staff fully embrace and respond to their ideas and interests, to provide a wide range of activities and resources.
- Children develop good language and communication skills because staff constantly extend this area of their development through their positive interaction.
- Staff successfully promote children's confidence, independence and self-help skills during all activities and routine events.

It is not yet outstanding because

- Staff do not consistently share children's next steps for learning with parents to further promote their involvement in children's learning and development.
- Staff do not always regularly provide children with resources that challenge them in their physical development.

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 in the indoor and outdoor play areas.
- 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, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Little Gems Pre-School is a privately owned group which registered in 2007. It operates from the Youth Suite of the council offices in Yateley, Hampshire. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The premises includes a playroom and adjacent outdoor play area, a kitchen, toilets and a staff room/office. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It opens from 9am to 12noon and from 12noon to 3pm, Monday to Friday, during term time only. There are currently 33 children on roll. The pre-school supports children with special educational needs and/or disabilities. It employs six members of staff, all of whom hold appropriate qualifications.

What the setting needs to do to improve further

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

- strengthen the support parents are provided with to further promote their involvement in their children's learning and development at home
- review the resources available to children so that they can regularly be provided with challenge in all aspects of their physical development.

Inspection judgements

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

Children make good progress in relation to their developmental starting points and develop the skills they need for their future learning and starting school. Staff use their expertise and involvement in children's play to effectively promote and extend their learning. Children concentrate well during activities and persist with achieving their aims. They develop a strong exploratory approach because staff regularly support and encourage them. This is particularly successful in helping children who are initially shy when they first start at the provision. Staff challenge children to think, find out more and test ideas through trial and error. For example, when children attempt to climb onto an unturned milk crate they stay close by and encourage them to negotiate and stand on it independently. Children develop steering and manoeuvring skills while riding bikes on a public tennis court. Occasionally staff take them to a nearby playground to use large climbing apparatus. However, they do not always provide children with resources and activities that challenge their physical abilities. Nonetheless, overall, children are making good progress in their physical development.

Children listen attentively during group discussions and are keen to share information about their experiences. For example, their recent experiences at a Guy Fawkes event. Staff use good questioning techniques, give children time to think and talk, and value their responses. Consequently, children develop extend their vocabulary and are confident communicators. Staff fully embrace the decisions children make during their play. They regularly respond to children's interests to provide a wide range of activities that motivate them during their play. Children often think of ideas and work together with others to find ways to do things. For example, when they notice a bag of plastic money they are inspired to create a pirate ship from chairs. Staff extend activities children initiate by introducing additional resources. They enthusiastically join children in an 'under the sea' role-play area. This successfully attracts children's involvement as they play imaginatively and pretend to be sharks and mermaids. Staff know children well and can clearly identify the progress they make, and identify their next steps for learning, including children with special educational needs. They use planning effectively to promote children's learning and help them understand how their experiences link to real life. Staff generally involve parents well in their children's learning. For example, by sending them information on a social network site about forthcoming activities and provide daily feedback about children's progress. However, staff do not always give parents all the information they could to help them consistently continue their children's learning and development at home.

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

Children enjoy being at the pre-school. Staff constantly motivate children to try things for themselves, give them choices and embrace their ideas during all activities. They develop close bonds with children, and talk to them in a kind and respectful way. Consequently, children feel good about their achievements, behave extremely well and develop good independence and self-confidence. Staff successfully promote children's self-help skills. Children put on their coats before playing outdoors, and help prepare the tables and food for snack time on a turn-taking basis. Feedback from parents identifies that children really enjoy this role. Children's good health is well promoted. Staff regularly remind parents to provide nutritious items and appropriate quantities of food in children's packed lunch boxes. They provide children with healthy snacks. They encourage children to try different fruit through planting, growing, picking and tasting fruit and vegetables in the garden. Children constantly play outdoors because staff make the garden an attractive and inviting area for children to play.

Children have access to a good range of indoor and outdoor resources that generally challenge and extend their learning and development. They show independence as they move freely between the indoor and outdoor play areas. Staff embrace the different ways that children often choose to use the resources to express themselves. For example, they turn metal saucepans upside down and use wooden spoons to hit them and create sound. Children develop a good understanding of their own safety. Staff encourage children to take some risks within safe limits, for example, when they use the crates and tyres in the outdoor play area. They talk to children about the golden rules and read stories to promote children's awareness of safety. For example, about

fireworks. Staff provide a good range of activities that promote children's awareness of differences in society. For example, they read books and set up a dark tent in which children use glow sticks and torches to develop their knowledge of the festival of light. Children cook and eat noodles to celebrate Chinese New Year and have access to resources that reflect positive images. Staff invite teachers from local schools to visit the pre-school in the Summer term and talk to children's key persons. This helps children's move to school go smoothly.

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

Staff have had appropriate checks completed to identify they are suitable to work with children. All staff have attended child protection training through the local authority during the last two years. They have a good knowledge of the action to take if they have a concern about a child's welfare. The premises are safe and secure, and children are well supervised. Staff work well as a team to meet ratio requirements as children move freely between the indoor and outdoor play areas. Staff use risk assessments effectively to reduce hazards and maintain children's safety. For example, they always check the public playground and tennis courts before children use them for activities. All six staff hold current level 3 qualifications and paediatric first-aid qualifications. Leaders' and managers' roles are clearly established and they understand and meet the requirements of the Early Years Foundation Stage. The owner has recently returned to work at the pre-school as part of the staff team. She works with the other part-time manager and staff to generally identify well how activities can be adapted to reduce any gaps in children's learning. Consequently, children reach expected levels of development. Staff training needs are identified through observation of their practice, annual appraisals and supervision. The manager uses staff meetings to initiate discussions that lead to improvements in the quality of care and learning for children. For example, recent team discussions have promoted continuity in the successful management of children's behaviour.

There are clear aims for driving improvement which are identified and discussed with staff during team meetings. Since the owner has returned to the pre-school, staff have embraced and implemented changes that have continued to improve outcomes for children. Recommendations made at the last inspection have been met. Staff display learning priorities for all children where they can be easily seen. Consequently, all staff know and successfully use this information to move all children on in their learning and development. Staff establish good partnership with other agencies involved with children and their families, such as portage workers. Consequently, children with special educational needs receive assessments that establish the support they need to reduce gaps in their learning and development.

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

Unique reference number	EY355477
Local authority	Hampshire
Inspection number	828646
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	33
Name of provider	Catherine Sarah Rich
Date of previous inspection	31/03/2009
Telephone number	01252 873408

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

