

Little Treasures Pre-School

Church Leys, Harlow, Essex, CM18 6BY

Inspection date

24/11/2014

Previous inspection date

24/05/2011

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

- Teaching is good because staff display a secure understanding of how to promote children's learning and have high expectations for their achievement. As a result, children are making good progress, particularly in their personal, social and emotional skills.
- Children settle quickly into the pre-school because the key-person system is well established. Consequently, children are able to form secure bonds and attachments because staff provide them with good levels of emotional support.
- There is good partnership with parents and other agencies. This means that staff work closely with parents and other professionals to effectively support children's learning and development.
- Staff have a good understanding of safeguarding and know the steps to take in the event of a concern. Consequently, children's safety is promoted.

It is not yet outstanding because

- On occasion, children's learning and concentration is disrupted by the actions of other children.

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 three main rooms and in the outside area.
- The inspector observed and discussed staff practice with the manager.
- The inspector examined a selection of documentation, including the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.
- The inspector spoke to staff and children throughout the inspection.

Inspector

Susan Parker

Full report

Information about the setting

Little Treasures Pre-School was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large hall and rooms at the Friends Meeting House in Harlow. The pre-school is privately owned and serves the local community and surrounding area. It is open five days a week during term time only. Sessions are from 9.30am until 12.30pm. There are currently 26 children on roll in the early years age group. The pre-school has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. It employs nine members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen the management of the behaviour of less able children in order to prevent occasional disruption to other children's learning.

Inspection judgements

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

The experienced manager and staff have a good understanding of the Early Years Foundation Stage. They use effective teaching techniques which ensure that children are provided with a wide range of play opportunities that successfully support their learning. Staff are skilled in taking every opportunity to extend children's learning and independence. For example, during a craft activity, staff give children the time and encouragement to try to tie their own ribbon on the Christmas cone. As a result, children achieve and feel a great sense of pride. Staff and children chat easily with each other as they play. Children regularly ask adults questions and they expertly answer with 'what do you think?' and 'shall we try and find out?' Consequently, children eagerly participate in their own learning. All children, including those who speak English as an additional language, benefit from the staff's sharp focus on promoting language and communication. Good use of posters and sign language enables children to communicate freely, which results in children who are confident in communicating and feel valued. Children with special educational needs and/or disabilities make good progress and there is a purposeful partnership with parents and outside agencies. Staff link well with all other adults involved with the children to promote their learning and development at their own individual pace and level of understanding.

Staff are effective in using observations and assessments of children to clearly plan the next stage in their learning. Clear records show that all children, based on their individual

starting points, are making good progress. As a result, any gaps in children's learning are narrowing. This means that most children master the skills they need in order to be well prepared to start full-time school. Children show how competent they are with their physical skills as they butter their own crackers for snack and pour their own drinks. Outside they run and play together, showing their skills with balls and tools. Children are learning and beginning to display good social skills. They are beginning to understand how to share and take turns with others. Consequently, children are learning and developing the skills that they need to be confident and independent in readiness for school.

A well-established partnership with parents enables staff to gain a range of detailed information about the children's likes, dislikes, abilities and interests. Information on children's progress is regularly shared with parents through children's individual 'learning journeys' and development records. Staff successfully record children's achievements for each aspect of learning and this enables them to have accurate information of children's abilities measured against the typical expectations for their age. Parents are invited to contribute and extend children's learning at home. This is effective in supporting children's good progress.

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

The experienced and qualified staff team effectively support children's emotional well-being, self-esteem and confidence. Children warmly respond to the caring and nurturing dispositions of the staff. Consequently, children have a secure base from which they gain independence and confidence with good levels of support from staff. Most children display age appropriate levels of self-control in their behaviour; however, sometimes younger and less able children require reminding of the expectations of behaviour in the pre-school. This occasionally disrupts the learning of other children. Children show confidence in choosing their activities and making their own decisions and choices. They regularly play and investigate outdoors and they show a good understanding about safety. Children choose to take the brooms and sweep up the 'slippery leaves', showing they understand about preventing accidents. They regularly play in the fresh air and enjoy physical exercise. Staff talk to the children to help them make decisions about how to dress appropriately for the weather. Consequently, children are beginning to display the good levels of confidence, skills and behaviour that they need to be emotionally well prepared for the next stage in their learning.

Children benefit from individually tailored settling-in procedures in partnership with their parents, carers and any other professionals. They arrive happily and confidently, showing that they quickly feel happy and secure in the pre-school. A very effective key-person system quickly establishes cooperative links with all adults involved with the children. This successfully supports children's well-being, care needs and routines. Children's safety is highly prioritised by all staff. They are good role models and carefully teach children how to manage risk for themselves, in relation to their age and understanding. For example, children hammering pins into the pin board talk about the sharp end of the pins and how they will pick up the ones on the floor safely using the 'big magnet'. As a result, children are developing a growing understanding of keeping themselves safe and to be responsible with the equipment and resources.

Children are displaying a good understanding about the importance of leading healthy lifestyles. They habitually 'catch' their coughs in their hands and routinely go and wash their hands and dry them on their own after messy play and before eating. Children help to prepare and choose when to eat healthy snacks and capably pour their own drinks. They have their own vegetable patch where they grow some of their own plants, learn to care for them and recognise when to harvest them for eating. As a result, children are adopting healthy choices and lifestyles.

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

The manager and pre-school staff have a good understanding of how to effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are clear and confident about the procedures that they follow if they have a concern about a child. The manager oversees a qualified and experienced staff team who show loyalty and commitment to the children in this setting. Staff turnover is minimal, however, the manager places high priority on recruiting skilled, suitable staff to work in the setting or to act as bank staff should they need holiday or illness replacement. The manager and deputy regularly meet and monitor staff's performance. This successfully inducts any new staff member into the close knit and committed existing staff team. Good partnership with the children's centre means that staff have access to additional professional training and support.

The manager takes the lead in monitoring how effectively staff are delivering the learning and development requirements through regular meetings and appraisals. The manager, deputy manager and staff demonstrate a dedication to the ongoing expansion of the good service that they provide to children and their families. Staff are supported in gaining further qualifications and extending their knowledge. As a result, children benefit from fresh and innovative ideas gained from staff sharing good practice with other professionals. Staff provide a selection of detailed information for parents regarding the Early Years Foundation Stage and how their children's learning is progressing. Information about all aspects of the pre-school is displayed in the lobby and also on the setting's website and through informative newsletters.

Staff contribute their views to the pre-school's ongoing self-evaluation of their practice. The views of parents and carers are actively sought and acted upon. The pre-school continues to amend and adjust its practice to meet the ever-changing needs of children and their families. Parents spoken to on the day of the inspection are full of praise about how the staff have helped their children and them as a family. They feel that the staff are extremely welcoming and 'feel like family'. Regular links with other settings, schools and other professionals are well established and ensure that children who have gaps in their learning are very well supported and their needs are successfully met.

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	204015
Local authority	Essex
Inspection number	864074
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	26
Name of provider	Beryl Coleman
Date of previous inspection	24/05/2011
Telephone number	01279 439105

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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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