

Little Learners at Sellindge Pre-School

Main Road, Sellindge, Ashford, Kent, TN25 6JY

Inspection date	04/12/2014
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	
	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		1
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

- Staff work well together as part of a team, deploying themselves effectively to meet children's needs.
- Staff have good relationships with parents, helping to meet children's individual needs and promote continuity of care and learning.
- Staff have a good understanding of safeguarding matters and give high priority to children's safety.
- Clear self-evaluation has identified areas for development. There is a continuous programme of improvement to consistently provide good quality care for all children.

It is not yet outstanding because

- Procedures to support staff returning to work are not always focused to help staff consistently deliver high quality teaching.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children playing, and spoke to staff at appropriate times throughout the inspection.
- The inspector sampled some safeguarding policies and procedures, and risk assessment records.
- The inspector checked evidence of staff qualifications and staff's suitability to be working with children.
- The inspector undertook joint observations with the manager.
- The inspector took into account the view of parents spoken to on the day.

Inspector

Sara Garrity

Full report

Information about the setting

Little Learners at Sellindge Pre-school and Out of School Club registered in 2006. It operates from purpose-built premises in the grounds of the primary school in Sellindge, near Ashford, Kent. They have sole use of an outside play area. The group is open each weekday from 8am to 6pm, all year. Children attend for a variety of sessions. There are currently 47 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education for two, three and four year old children. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. There are eight members of staff, including the manager, who work with the children. All of whom, hold appropriate qualifications at National Vocation Qualification level 3 or above. In addition, the pre-school supervisor holds a degree in early years and is an Early Years teacher. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- further enhance the quality of teaching provided to children by developing the procedures to support staff who are returning to work.

Inspection judgements

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

Staff carry out regular observations on the children to assess their learning. They track children's progress accurately, which means they have a good understanding of children's individual abilities in all areas of learning. Staff make effective use of their assessments to plan possible lines of development for each child based on their interests and stage of development. The special educational needs coordinator works closely with staff to devise individual play plans for children with special educational needs and/or disabilities, and those learning English as a second language. This ensures they receive targeted support to help them make consistent progress. Staff make good use of visual aids to help children with limited speech to learn daily routines. Staff gather information from parents as part of the strong settling-in procedures they have, this helps staff establish what children can do when they start. The staff complete the progress check for children aged two years, as well as reports for those children going through to school. Staff regularly share all documentation with parents and encourage them to make comments in the children's development folders. This assists staff with developing positive interactions between the pre-school and home to provide a continuity of care and learning. Consequently, children are making good progress in their learning.

Staff provide the children with an exciting and interesting variety of activities and resources, which immediately engage them. Staff have a strong understanding of the Early Years Foundation Stage Framework, which helps to support children's learning and development successfully. There is a good balance of both adult-led and child-initiated activities. For example, the staff set up a petrol station in the garden, with tills as well as pens and paper for mark-making. During the inspection, the children extended this by building ramps to get underneath the cars. Children are exploring the resources, using their imagination to increase their awareness of the world around them. The staff broaden the children's vocabulary through the skilful use of questions and discussions. They use all experiences effectively to support children's communication and language, and literacy development. The children enjoyed using the large tweezers to practice their hand and eye coordination as well as matching colours and shapes. They explored the cogs excitedly predicting which way they will turn before spinning them around. Therefore, children have good opportunities to improve their mathematical knowledge. They practise using the mouse taking turns to move the cursor and explore the dinosaur programme on the computer.

The children choose activities independently from the low-level labelled storage units, which help them to begin to learn that words have meanings. The main playroom is rich in print, which support children to see and become familiar with numbers and letters. The staff have introduced dual language signs to encourage the children to learn about different cultures and languages. The children enjoy singing nursery rhymes and action rhymes. They spread out in the cosy book area to look at books independently, as well as listen to stories. The staff encourage children's interest in books further as they regularly visit the mobile library to borrow more books. Therefore, staff are enabling children to explore their local community, and the wider world around them.

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

A highly effective, well-established key-person system helps children form strong emotional attachments with the staff in the pre-school. Each key person has an additional member of staff, who acts as a buddy and is there for children when their key person is absent. Children are extremely happy and settle easily in an environment that is warm and welcoming. The staff team are very nurturing and know their key children very well. The children engage in play as soon as they arrive at the pre-school as there is an extensive range of exciting activities on offer. The pre-school environment is colourful, visually stimulating and inviting. Examples of children's creative work and photographs of them enjoying activities are in abundance around the room. This enables children to feel a sense of belonging and enhances their confidence and self-esteem. Children's behaviour is very good. Staff help them to think about what they are doing and how their actions may affect others. This results in children showing excellent kindness and consideration for others. The staff teach the children to think about their own safety, reminding them not to throw toys so that they do not hurt themselves or their friends. Staff are positive role models as they set consistent rules and boundaries to support the children to learn to share, take turns, and look after their environment. They praise the children for letting

others have a go, as they take turns adding pieces to the wooden puzzle. Therefore, children are beginning to learn how to become independent, as well as, showing great awareness of how to look after themselves and others.

The children remind each other to wash hands before snack. The visual reminders by the sinks support the younger children with the routines. The staff provide the children with an extensive selection of fruit to choose at snack time. At meal times, the children sit down in small groups with an adult who supports where needed. Parents supply the children with a healthy lunch. The staff talk to the children about a healthy diet and are very aware of any specific food allergies and preferences.

The children particularly enjoy exploring the outdoor environment. They have space to ride their bicycles and balance on beams in the main garden, and are able to use the large play equipment on the school field. Staff effectively support children's growing understanding of keeping themselves and others safe as they play. They provide the children with wellies and waterproof suits so that they can splash in puddles and run around on the muddy fields in all weathers. The children have excellent opportunities to learn about a healthy lifestyle as they play in the fresh air.

The staff have put in place exceptional procedures to support children and their families with moving on to school. The staff encourage the teachers to visit the pre-school. They plan activities to support the children with dressing and undressing ready for physical exercise sessions. At lunch time, the staff encourage the children to open their own lunch boxes and takeout food from the wrapping. Staff work closely with the reception teacher at the school on site to support those children who need more support to help them settle. Consequently, children are ready and well-prepared for their move to school.

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

The manager and staff work well together as a team, creating a welcoming environment within the pre-school. Staff monitor children's progress to enable them to plan a challenging and stimulating environment. They put in place targeted plans to address any concerns and ensure that children receive the best care and learning experiences. The records, policies and procedures are well-organised and regularly reviewed to effectively support staff in their role in protecting children. All practitioners demonstrate a good understanding of their role and responsibilities in relation to safeguarding issues, including e-safety and know who to pass any concerns onto in order to keep children protected at all times. Regular training ensures practitioners consistently implement their knowledge and understanding of procedures to keep children safe. All staff have up-to-date paediatric first aid qualifications, enabling them to offer prompt care and attention in the event of a child becoming unwell or having an accident. The manager uses comprehensive risk assessments to ensure the safety of the premises. Staff carry out daily checks to identify any potential hazards and minimise risks.

There is a robust recruitment process to ensure staff have the qualifications and skills to

promote children's learning and welfare, and to check their suitability to work with children. Induction procedures ensure that staff understand the policies and procedures and effectively put them into practice. The manager undertakes regular supervision and annual appraisals with the staff to enable on-going professional development. However, procedures to help support staff who are returning to work are less focussed and therefore, occasionally, the quality of teaching is inconsistent as staff are not fully up-to-speed with current practices.

The manager has a very good understanding of her responsibility to ensure the requirements of the Early Years Foundation Stage are met. The pre-school have addressed all the recommendations from the previous inspections, demonstrating a commitment to self-evaluation and improving practice. The manager has a good understanding of their strengths and areas for improvement. They take into account the views of parents and children when reflecting on the service they provide. The manager embraces opportunities to complete quality assurance schemes. The manager has clear action plans in place to drive the nursery forward, which improves the outcomes for children

Children's individual records provide an accurate picture of their progress in relation to their starting points, showing their skills, interests and abilities and any areas identified for development. The pre-school special educational needs coordinator has recently achieved accreditation and supports all staff with writing individual learning plans. Parents appreciate the high quality of care and learning experiences and say they are extremely happy with the service they receive, and their children are doing really well. Partnerships with other professionals are equally effective in improving outcomes for children. The pre-school works very well alongside external agencies to draw up individual plans where children need additional support, input or monitoring. This promotes a thoroughly integrated approach to working with families.

The Childcare Register

The requirements for the compulsory 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	EY334126
Local authority	Kent
Inspection number	834758
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	47
Name of provider	Cheryl Annette Martin
Date of previous inspection	08/06/2009
Telephone number	01303 814968

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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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