

# Little Steps Pre School

Village Hall, Church Road, North Newton, BRIDGWATER, Somerset, TA7 0BG

## Inspection date

08/12/2014

Previous inspection date

28/09/2009

## 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	1
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## The quality and standards of the early years provision

### This provision is good

- Children learn through good first-hand experiences and exploring the extensive range of resources indoors and outdoors.
- Staff provide good support for children's key areas of development, this prepares them well for their next stage of learning and school.
- The management team and staff use good systems of self-evaluation to constantly look for ways to improve outcomes for children.
- Staff reinforce their excellent culture of respecting and valuing every child's individual needs consistently so that children learn to play together harmoniously.

### It is not yet outstanding because

- Staff sometimes miss opportunities during adult-led activities to support children in thinking of ways to solve problems for themselves to promote their critical thinking fully.

## 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.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
- The inspector spoke to parents present on the day of the inspection and took account of the pre-school self-evaluation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

Little Steps Pre School is run by a parents' committee. It registered in 1978 and operates from two adjoining halls, an adjacent cloakroom and a kitchen, within North Newton Village Hall. Children have access to a secure, enclosed, outdoor play area. The pre-school is situated in the rural village of North Newton, Somerset. The pre-school is open Monday, Tuesday and Thursday from 9am to 3pm and Wednesday from 9am to 12noon, term time only. The pre-school is registered on the Early Years Register. There are currently 24 children aged from two to under five years on roll. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five members of staff, of whom the manager holds an early years qualification at level 4 and three members of staff hold a qualification at level 3. There is one member of staff who holds an early years qualification at level 2 and is working towards level 3. The pre-school has close links with the school opposite.

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

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

- make greater use of adult-led activities for children to think problems through and to challenge their critical thinking.

### Inspection judgements

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

Staff have a good understanding of how children learn through purposeful play and support from adults who know them well. Parents complete All About Me and Unique Child forms providing good information on children's starting points and interests. This enables staff to plan effectively for children as soon as they start at the pre-school. Staff continue to exchange regular information, which enables them to ensure they support children effectively. This includes working with parents to support children's next stages of learning. As a result, children make good progress in their learning and development.

Staff support children well in speaking and listening skills. Consequently, some children tell others to listen when another talks. Staff encourage children to think about what they are doing and to verbalise their processes. For example, children explained the ingredients they were pretending to mix together and how they were using a blender to make soup. Several children worked together building their pretend 'carnival' from construction bricks, responding to and extending each others' ideas. Children persevere with new physical skills and staff wait for children to ask for help and provide just enough for them to succeed. Staff provide good role models making deliberate mistakes so that children provide the correct answer. For example, when children used a square cutter staff asked if

it was a triangle. Then the member of staff showed the children how to change a square into two triangles. Children practise their early writing skills and learn to recognise their names through daily routines, such as self-registration and writing their names on their pictures.

Staff make good use of daily routines such as circle time to reinforce children's learning. For example, children knew that the first day after the weekend is Monday, worked out the date and month and discussed the weather. Children are confident to answer their names and say good morning also using sign language to include children of all abilities. Staff support children well in noticing cause and effect, such as asking what they are left with if the sun melts their snowman. In adult-led activities, they ask 'what is happening to the flour now that we have added water?' for example. Children responded saying 'it's gooey and sticky'. However, when the dough mixture became dry staff said they needed more water and when it was sticky added more flour. In addition, they worked out how to share the dough between the children. This means they sometimes miss opportunities to pose questions for children to solve problems and extend their critical thinking.

Children are active learners. They enjoy exploring the resources and initiating their learning through first-hand experiences. For example, children used a camera appropriately to take photographs. They explained which buttons they needed to use to operate the camera successfully, such as the 'on button' and 'the cheese button'. Staff join in with children's games, extending their learning well. For example, some children squeezed into a gap and staff encouraged them to predict how many could fit in, then they counted to see if they were right. The member of staff asked if she could fit in as well and children manoeuvred themselves to make room. Consequently, this develops their space awareness, physical and mathematical skills. Children play well together on the same theme. They explain what they are doing and make decisions together as to what they want to do next. For example, children dressed dolls while others pretended to make breakfast, before they all went shopping. Children enjoy their learning and have fun. Staff provide good support for children so they develop firm foundations in their key skills. This prepares them well for their next stage of learning and school.

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

Children arrive happily and settle to the activities immediately. Parents comment on how much their children enjoy going to the pre-school. This is because the staff use an excellent key person system to provide a special adult for each child and their family. The manager ensures that siblings have the same key person. Consequently, children are extremely emotionally secure. Staff involve children in making decisions so that they take ownership of their actions. Children understand the importance of effective skills in building friendships, such as sharing and taking turns. Staff provide exceptional support for children to understand about respecting others' opinions. For example, a member of staff explained that she was happy to have her photograph taken but not everyone is. As a result, children asked each other first. Consequently, children's behaviour is exemplary and there is a calm, busy environment. Staff prepare children extremely well for their move to another setting and school.

Staff make excellent use of the premises to provide an exciting environment that children want to explore. For example, children sat on the child-size settee to read stories to their dolls and each other. Staff use partitions to separate the areas into learning zones and enable children to use an excellent range of resources to promote independence and child-initiated learning. For example, children helped themselves to different paper from drawers, used scissors, glue and tape to make letters. Then they placed them in their drawer to take home. Staff change the outdoor environment daily to provide extensive experiences which spark children's imagination. As a result, children are extremely eager to go out and see what is available and how they can use the resources. For example, children made a train from milk crates, playing together and extending their ideas. Staff use words and posters throughout the pre-school so children learn the value of text and use pictures to support their understanding. They used pictures of mini-beasts to see what they had found, for example, and red and green signs told them when the caf or garden was open.

Children have outstanding knowledge of safe and healthy practices. This is because staff use all opportunities to fully support children's awareness of looking after themselves. For example, on arrival children were inquisitive and observant that a small stage had been erected. Staff reinforced why children must not use it unless an adult told them to. As a result, the older children took responsibility for monitoring the younger ones. Children talk about safe practices during their games, such as blowing on their pretend food so they do not burn their mouth and using scissors at the table. Children have excellent opportunities to play outdoors whatever the weather and learn to dress appropriately to keep themselves healthy. A sports coach comes in weekly to deliver a healthy exercise programme, which also supports children in changing into their games kit. Children are familiar with daily routines so they have extremely high levels of managing self-care and independence. For example, children helped themselves to a tissue to wipe their nose, placed it in the bin and cleaned their hands. The pre-school provides nutritional snacks and children have the option of hot meals brought over from the school. In addition, children grow, pick and eat their own produce, so that they learn where some food comes from. Staff pick up on signs that children may be tired and provide reassurance and a quiet place to rest or sleep. Staff attend training to ensure they have a robust understanding of the signs and procedures they should follow if they believe a child is at risk of harm.

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

The manager fully understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager and staff implement the safeguarding policies and procedures effectively to help protect children's welfare and keep them safe. For example, staff and visitors must not have personal mobile phones or cameras in the same rooms as the children. Staff carry out extensive risk assessments before children arrive and monitor safety throughout the session. There are good recruitment procedures and all staff are qualified and have regular training to keep up to date with early years practice.

Staff organise their documentation well for the safe management of the pre-school and understand the confidentiality policy. The key person uses good systems to track children's development and the manager has an overview of each child's learning. This enables her to quickly identify if there are any gaps in children's development and seek additional support to narrow them. These systems include the required progress check for two-year-old children.

Parents confirm that staff listen and respond well to any comments or suggestions and send out questionnaires for any specific feedback. This contributes to the management's evaluation of the provision and helps to provide an appropriate action plan to ensure continuous improvements. For example, they are revising the planning to identify children's individual next steps so that all staff know where to support children not just the key person. Staff changed the snack time to a caf style and state that the children can now choose when to stop and have a snack. This means staff are not interrupting children's learning. The manager and staff have successfully addressed the recommendations raised at the last inspection and improved practice, such as partnerships with other settings children attended. The good evaluation systems include staff reporting on the training they attend so they can all improve their practice and outcomes for children. For example, this resulted in purchasing different resources specific to the needs of two-year-olds. The manager supervises staff and they are introducing peer observations to discuss good practice and look at better ways of working.

Staff have good partnerships with parents and other early years providers, which has a positive impact on children. Parents comment positively on receiving daily written and verbal information on their children's care and learning. In addition, they receive an end of term report and next steps for learning. They also have opportunities to attend a parents' evening to discuss their children's development in detail. Parents know who their children's key person is but state that all the staff are very approachable and knowledgeable. Staff visit other early years settings that children attend so that they can work consistently with their child's key person in that setting. These successful partnerships make a strong contribution to meeting children's needs and promoting their well-being.

## 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>	EY219553
<b>Local authority</b>	Somerset
<b>Inspection number</b>	837027
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Little Steps Pre-School Committee
<b>Date of previous inspection</b>	28/09/2009
<b>Telephone number</b>	07745 229438

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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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