

# The Little Bo Peep Pre-School and The Fun Club

Inkberrow Village Hall, Sands Road, Inkberrow, WR7 4HJ

<b>Inspection date</b>	16/12/2014
Previous inspection date	04/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 and staff take many opportunities to extend children's communication skills and promote learning through their play and daily routines.
- Children form strong bonds with their key persons and as a result, they are happy, settled and well behaved.
- Effective partnership working with parents means there is continuity of learning between the pre-school and home, which contributes to the good progress children make.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children.
- Clear self-evaluation ensures continued improvement to the quality of the pre-school.

### It is not yet outstanding because

- Staff have not yet fully explored the use of peer observation in order to further evaluate and build on their already good practice.
- The learning aspects of the outdoor environment are not yet fully optimised to give children opportunities to see different kinds of print to further support and enhance their literacy skills.

## **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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the owner, manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Amanda Tompkin

## Full report

### Information about the setting

The Little Bo Peep Pre-School and The Fun Club was re-registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by Little Bo Peep Ltd and is located in the village hall in Inkberrow, Worcestershire. The pre-school and club serves the local area, and is accessible to all children. The club offers a service for children from various local schools. There is an enclosed area available for outdoor play and the children share access to the adjacent field. The pre-school and club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school and club opens Monday to Friday from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending, of whom 19 are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- extend the programme of peer observations to enable staff to review and reflect on the quality of their own and each other's teaching, to enhance and extend upon the already good standard of teaching
- create an outdoor environment rich in print where children can learn about words, for example, by using more signs, posters and labels.

## Inspection judgements

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

Children and families are welcomed into this happy and friendly pre-school. Children enjoy attending and staff help all children make good progress in their learning and development. Staff provide a varied educational programme which meets children's individual needs. This is because staff take time to get to know children and their families. They use initial information obtained from parents about what children know, their likes and dislikes; from this, they plan appropriate activities which help children to settle well into the pre-school. Children's progress is monitored by the child's key person who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning. Parents are well-informed about children's activities and routines, and they are given both verbal and written information about these each day. Staff guide them on how best to support children's learning at home and encourage them to continue to support each topic covered by the

pre-school. This means that they are actively involved in children's learning. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and other professionals, such as speech therapists and the local area special educational needs coordinator.

Children's communication and language development is supported well because staff engage children in meaningful conversations throughout the day. Staff listen to children's responses and ask open-ended questions to extend and deepen children's thinking. Children's understanding of language is further supported as they sing along to favourite songs and rhymes. Staff keep children engaged with the activity as they readily join in with the actions and encourage the children to act out the associated actions to the songs. Children's early writing skills are supported well in the pre-school, children are provided with a range of mark-making equipment to support their curiosity and interests. Staff give praise for children's emerging writing skills which encourages children to stay motivated in their learning. Children learn about and see print in books, however, staff have yet to consider ways to further improve children's awareness of letters and words in the outdoor environment. Children's physical skills are supported well; they have daily access to the outdoor environment where they are able to practise their balancing and climbing skills.

Children's progression between the pre-school and local schools is well managed. Teachers are invited in to get to know the children and the children visit the local schools to attend special events throughout the year. Staff share children's assessments with them. This ensures that the school is fully informed about the children's next steps, and learning priorities are clearly identified. Children's independence is encouraged throughout the daily routine. Activities to support children with practical self-care tasks, such as learning how to fasten coats and put on waterproof clothes for outdoor play are well supported. As a result, children demonstrate a 'can do' attitude as they approach tasks with enthusiasm. This in turn helps children effectively develop the key skills they need for the next stage in their learning, including those required when they attend school.

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

All children appear happy and settled as they are warmly greeted into this bright and welcoming environment. Children settle well as staff are skilled at getting to know children quickly and assessing their individual needs when they first start at pre-school. Staff work well with parents and the gradual settling-in visits children are offered ensure they feel emotionally secure in their new environment. Children behave well. Children across the ages happily play together and form firm friendships. Staff give children gentle reminders to be kind to one another, to share and take turns and listen to others during group activities. As a result, children learn to communicate their ideas with others, to take turns in conversations and become confident at talking in group situations. These personal skills in managing their emotions and developing positive relationships with their peers support children extremely well towards their next stage of learning, including their move to school. There are regular fire practices where children learn how to evacuate the building. This encourages children to keep themselves safe and know how to respond in case of fire or an emergency.

Children's health is appropriately supported as the pre-school provides children with a range of well-balanced meals. Staff are clear about and meet children's individual dietary requirements, preferences and allergies, where appropriate, which promotes their welfare. Children are encouraged to bring healthy snacks to enjoy at pre-school and drinking water is available throughout the day which ensures that children do not become thirsty. Children's health is further supported as staff follow good hygiene practices. Children are reminded to wash their hands before meal times and after playing outside or using the toilet.

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

The management team has a good understanding of their roles and responsibilities in ensuring that the pre-school meets the requirements of the Early Years Foundation Stage. Safeguarding arrangements are good. All staff are fully aware of the procedures to follow should they have a concern about children's welfare. Recruitment and induction procedures are effective and ensure that those working with children are suitable to do so. Staff's ongoing suitability is supported through regular supervision meetings with the manager. Self-evaluation identifies priorities for improvement and the manager and staff team are clear about plans for the future of the pre-school. Staff work together with parents, children and the local authority advisory team to make necessary changes to enhance the provision. Staff regularly update their knowledge and attend various training to support them in their work with children. However, staff do not currently undertake peer observations as part of strengthening their reflective practice. This would ensure that good practice is continually shared and built upon, so that children can benefit from the best possible learning opportunities and environments.

The manager is aware of the importance of her role in monitoring the quality of the educational programmes at the pre-school. Good systems are in place to monitor and track progress for each individual child. This ensures that children's strengths and weaknesses are quickly identified and intervention received at the earliest possible stage. As a result, any gaps in children's learning are closing and children are making good progress. Staff work extremely well with outside agencies and other professional who support children. They work closely to ensure that any advice and support given is acted upon and complements children's learning and development while at pre-school. Partnerships with parents are strong. Staff spend time both at the beginning and end of each day, discussing their child's progress and care needs. Parents speak positively about their child's time at the pre-school. They value how staff have helped their children progress in their learning and development. They express how much their children love attending and how the staff have got to know them extremely well. Information boards and regular newsletters help to keep parents informed about the activities their children take part in and, as a result, they can continue their learning at home. The pre-school effectively shares information with other settings. A diary to support the two-way flow of information is used. Consequently, the pre-school offers a consistent and complementary approach to the children's learning.

### **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>	EY367243
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	857832
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Little Bo Peep Limited
<b>Date of previous inspection</b>	04/11/2008
<b>Telephone number</b>	01386 793102

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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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