

Little J's Preschool

Broderick Hall, Clayhall Road, Gosport, Hampshire, PO12 2BY



Inspection date

9 March 2015

Previous inspection date

3 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective leadership and management have brought about many improvements since the last inspection. The strong focus on improving the professional development of staff has had a positive effect on children's well-being and learning.
- All staff and parents are fully involved in the self-evaluation process, which improves outcomes for children. Staff provide a safe and fully inclusive environment.
- Strong partnerships with other early years providers and professionals involved in children's care and learning help staff meet children's individual needs well, and in particular, promote children's communication and language skills.
- A well-established key person system helps children to form secure attachments, which promotes children's well-being and provides a strong base for their learning.
- Staff use the system for observation and assessment effectively to help them plan and provide tailored support for each child. As a result, all children make good progress given their starting points and develop the skills they require for their future learning.
- Children develop good independence as they chop fruit at snack time. They learn to respect and play cooperatively with others due to the positive reinforcement from staff, which results in a harmonious atmosphere.

It is not yet outstanding because:

- Children have few opportunities to see letters of the alphabet and numbers in the pre-school to extend their early reading and numeracy skills.
- Staff do not always work with parents highly effectively to guide them further about how they can promote their child's learning at home.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their early reading and numeracy skills by making sure they can see the alphabet and numbers in their play environment
- enhance children's learning by providing individual guidance and information to parents and carers about ways of supporting their children's learning at home.

Inspection activities

- The inspector observed children and staff during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a joint observation with the manager.
- .The inspector had discussions with some of the management team about their policies and procedures, including how they promote positive attitudes to diversity and how staff work with parents and other early years providers.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the setting.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The sessions are a good balance of child-initiated and adult-led activities. Children enjoy exploring the wide range of resources that are always available. They are confident in exploring these, which means they take the lead in their learning and enjoyment. Staff are knowledgeable and recognise when to stand back and allow children to experiment and when to step in to extend their learning. For example, children using sticky tape to join straws moved on to wrapping the tape around the chairs and table. Staff offered support when children needed help to use scissors to cut the tape. Staff plan small and large group times well to promote certain aspects of children's learning. Staff use signs to help children to understand and communicate, which particularly helps the young children and those with communication difficulties. Staff use a wide range of vocabulary to extend children's language skills and talk about size as children build with bricks. Staff teach children about letter sounds as they encourage children to write their names. Staff do not display the alphabet and numbers to fully promote children's learning of them. Staff keep parents informed of their children's progress. However, the information that staff provide to parents, suggesting how they can support learning at home, is not specific for each child's learning need.

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

Staff have a good knowledge of each child, their home backgrounds and their specific needs. Parents report that the key person system helps to make their children feel welcome and to settle quickly. Children feel safe and secure as they quickly learn the routines that help to create a calm but fun environment. For example, when staff need to get the group's attention, they raise their hand. All staff and children follow, and soon a respectful silence is gained and children can hear what is being said without staff raising their voices. Children learn to follow procedures, such as only two children playing in the water trough at one time. This means children learn to take turns and are able to negotiate and learn to solve issues. Children benefit from the time they spend outdoors. They build strong muscles and coordination as they climb and pedal bikes, and learn about the natural world as they care for plants.

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

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. All staff have attended child protection training and are clear in the procedures to follow to address any safeguarding concerns. The management team follows effective employment procedures and ensures the ongoing suitability of staff, including their professional development. Staff are well trained and have the skills to support all children including specific groups, such as the two-year-olds. This is evident in the equipment provided that encourages the very young children to explore using their

senses and allows them to rest when needed. Management monitors children's progress well.

Setting details

Unique reference number	EY305776
Local authority	Hampshire
Inspection number	843798
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	57
Name of provider	Little J's Partnership
Date of previous inspection	3 November 2008
Telephone number	02392 647415

Little J's Pre-School registered in 2005. The provision is privately owned and it operates from a hall in Brodrick Hall in Alverstoke. The pre-school opens each weekday during school term times from 8.30am until 3.30pm. Children may stay for an optional lunch club between 11.45am and 12.15pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are six members of staff, all of whom hold a relevant early years qualification at level 3.

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