

# Little Gems Pre-School - Chandlers Ford



Fryern Infants School, Oakmount Road, Chandler's Ford, Eastleigh, Hampshire, SO53 2LN

<b>Inspection date</b>	28 March 2018
Previous inspection date	5 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are warm and welcoming, and establish strong bonds with the children. Children arrive happily and warmly greet their friends and staff.
- Staff work closely with parents to help meet the needs of the children. For example, staff regularly share details about children's progress and plans for their future learning with parents.
- All children make good progress in their development.
- Children have great opportunities to learn outside and be physically active in the garden, whatever the weather. For example, staff recreated a favourite story, encouraging children to demonstrate different ways they can move, join in with the repeated storyline and jump in muddy puddles as they journeyed through the story.

### It is not yet outstanding because:

- The management team does not ensure that all requested documents and records are easily accessible and available for inspection.
- The management team and staff do not use children's views and ideas as well as possible to help inform their good evaluation process and target further areas for improvement.
- Sometimes, staff do not extend children's understanding of how to recognise and manage risks in their play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure all required records, including those that demonstrate that staff are suitably qualified for their roles, are easily accessible and available for inspection. 28/04/2018

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

- extend reflective practice, using children's views to help evaluate the success of activities and to target ways to help raise their outcomes to the highest level
- improve ways for children to learn how to recognise and manage risks themselves, to further support their understanding of playing safely.

### Inspection activities

- The inspector observed practice and staff interactions with children, and assessed the impact of these on their learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work with children and children's developmental records of progress.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff provide good supervision of the children and know them well to recognise any signs for concern. The manager implements systems for the safe recruitment of staff and routinely checks their ongoing suitability. However, she does not consistently ensure that all required documentation is easily accessible and available for inspection. On this occasion there was no impact from the breach on children's good care or learning. The manager completes thorough risk assessments of the premises and deploys staff effectively to meet adult-to-child ratios, supervise children and meet their needs. The manager effectively uses supervisory meetings and ongoing support to help ensure all staff are confident and capable in their roles. Staff access training opportunities to improve their teaching practice. For example, staff have attended training to support children's speech and language skills.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their observations well to plan challenging activities for children's next stage of learning. The manager monitors children's progress to ensure staff act quickly on any learning gaps. They provide good support for children's mathematical development. For example, they help younger children plan and test their tower building skills and help older children to know how many toy bears they have in a group if they add or take one away. Children learn about capacity and volume as they play with water and predict which container will hold the most. Staff support children's language skills consistently well. They encourage plenty of conversation with older children and use simple signs to ensure even the youngest children can communicate their wishes.

### Personal development, behaviour and welfare are good

Children are engaged and settled in the calm and welcoming pre-school. The well-established key-person system, settling-in and transition arrangements work smoothly to support children's emotional well-being. Staff establish effective partnerships. They build links with the local community, other professionals and early years settings that children also attend to promote continuity for children's learning and good well-being. Staff are positive role models. They set clear, consistent boundaries to help children know what is expected of them. Children behave well and are very sociable.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points in learning. Children develop good skills and an enjoyment of learning, which prepares them well for school. They gain independence in selecting resources and managing age-appropriate tasks, such as pouring their own drinks and putting on their coats. Children are confident and proudly discuss their achievements with staff, for instance, after they bravely take part in an Easter bonnet parade with the local school.

## Setting details

<b>Unique reference number</b>	EY341325
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1070829
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Gemma Louise Akins
<b>Registered person unique reference number</b>	RP513200
<b>Date of previous inspection</b>	5 November 2014
<b>Telephone number</b>	07543 523387

Little Gems Pre-School - Chandlers Ford registered in 2006. The pre-school is situated on site at Fryern Infant School in the Chandlers Ford area of Hampshire. It is open from 9am to 3pm on Tuesday, Wednesday and Thursday, and from 9am to midday on Monday and Friday, school term times only. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff. Of these, five hold appropriate early years qualifications at level 2 or above, including the manager who has qualified teacher status.

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