

Little Learners

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Emma Bright

Setting address	The Sports Pavilion, Station Road, Kennett, Cambridgeshire, CB8 7QQ
Telephone number	01638751746
Email	nunns89@btinternet.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Learners was registered in 2009. The pre-school is owned by a private provider and operates from the Sports Pavilion in the village of Kennett, Cambridgeshire. The group is open five days a week during school term-times. Sessions are from 9.15am to 1:00pm.

A maximum of 16 children may attend the setting at any one time and there are currently 19 children on roll whom are within the Early Years Foundation Stage (EYFS). The group is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are two staff working with the children, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A warm and welcoming environment is provided where children enjoy their time at the setting and they make sound progress in their learning and development. Positive relationships with parents ensure the individual needs of children are met. The environment promotes children's welfare and all of the essential documentation is in place to promote their health and safety. Systems to monitor and evaluate the provision are evolving.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the educational programme regarding the organisation of the session so that children may have further opportunities to develop their independence skills and have time to pursue their learning without interruption
- develop further the system for recording children's progress so that parents have opportunities to contribute to these records. Consider how parents can take part in supporting their child's learning in the home
- develop the healthy eating policy further and include information for parents about appropriate food content for packed lunches
- develop the outdoor space further in order to support children's learning in a rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Adults demonstrate a good knowledge and understanding of Safeguarding Children procedures and are pro-active in helping children to understand how to keep themselves safe. For example, children demonstrate their understanding as they explain 'we don't run in case we bump each other'. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. The required documentation is in place for the safe running of the setting and the implementation of them promotes and safeguards children's welfare.

The setting works well in partnership with parents and carers to ensure children's individual needs are met. Clear information is provided to parents about the setting and good systems are in place for staff to gather information about children's individual care needs. For example, 'all about me' booklets enable parents to share information about their child before starting at the setting. Parents speak highly of the provision and how their child is settled and happy in the setting.

The providers are motivated to seek further improvement in order to secure positive outcomes for children. The system to monitor and evaluate the early years provision is in place. However, this does not yet fully secure the opinions and ideas of children, parents and staff in order to maintain continuous provision. The provision in general is organised so that children have appropriate experiences and adults are deployed so children are safe and well cared for. Links are being developed with other providers delivering the EYFS in order to further support children's learning. Appropriate systems are in place to support children with special educational needs and/or disabilities.

The quality and standards of the early years provision and outcomes for children

Children enjoy a range of activities and experiences which enables them to make satisfactory progress across the areas of learning and development. Staff have a sufficient knowledge and understanding of the EYFS. A system for planning and assessment is in place; each child's achievements are recorded through photographs and observations and it identifies the next steps in children's learning. However, parents have fewer opportunities to contribute to their child's records and be involved in their child's learning and development.

Children are able to make choices about what they do and they readily explore their environment. However, the organisation of some routines and activities means that children have fewer opportunities to pursue their own interests and develop their independence skills. Children show concern for one another asking 'can I help you?' if they cannot manage a task. Staff engage with the children and develop warm relationships with them which help children to feel included. Children behave well and staff praise their achievements which help them to feel

good about what they do.

Children are confident communicators and are eager to share their experiences with visitors. They talk about their families and explain that in September they will go to school which is called 'the village school'. Children develop their small muscle skills as they shape and pat play dough, and begin to understand that print carries meaning when adults write their name on their work. Children show interest in numbers as they count out buttons and join in singing lively action rhymes. These simple activities satisfactorily lay the foundations to support the children's future economic well-being.

Clear information is gathered about children's dietary requirements and this ensures they can eat safely. However, the healthy eating policy does not provide parents with information about appropriate food content for packed lunches and snacks. Children are cared for in a clean and healthy environment; appropriate hygiene routines followed by the staff and children help to prevent cross infection. Children enjoy opportunities to play in the garden, however the outdoor space does not always offer sufficient challenge or support children's learning effectively where they have freedom to explore and use their senses in meaningful experiences. Staff teach children about keeping safe and they regularly practise the fire drill so that they know what to do in an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met