

# Little Owls Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 127336  
**Inspection date** 18/03/2011  
**Inspector** Stacey Sangster

**Setting address** Toc H Hall, 78 Cambrian Road, Tunbridge Wells, Kent, TN4 9HW

**Telephone number** 07884 015759

**Email**

**Type of setting** Childcare on non-domestic premises

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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*.

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## Description of the setting

Little Owls Pre-School is committee run and opened around 1970. It operates from the TOC H Hall in Tunbridge Wells, Kent. The pre-school is open each weekday from 9.15am until 12.15pm during term time. In the last two terms of the school year children may stay until 1pm on a Thursday and bring a packed lunch. Children have access to an outdoor play area. The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 32 children aged from two to under five years on roll. The pre-school is in receipt of funding for free early years education for three- and four-year-old. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school employs nine members of staff; of these, four hold appropriate early years qualifications and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school meets the need of the children well, and they make generally good progress in most areas of their learning. Systems to monitor children's progress are developing and overall, children's health and safety is well supported. There are emergent partnerships with parents and other providers. The pre-school are aware of their strengths and weaknesses and are engaged in a development programme, supported by the Local Authority. The arrangements in place ensure that the capacity to continually improve are successful.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain the record of the risk assessment clearly stating when it was carried out, by whom date of review and any action taken following a review or incident (Documentation) 02/05/2011

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

- improve the partnership with parents, and other early years provision children may attend to provide a consistent and coherent approach to children's learning and development
- undertake periodic and systematic reviews of how well children are

- progressing across all areas of their learning and take steps to narrow any identified gaps
- extend opportunities for children to develop their knowledge of information and communication technology.

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

Safeguarding arrangements in this pre-school to keep children safe. The recruitment procedures are robust and include a broad range of checks to ensure adults are safe to work with children. The arrangements for assessing the potential risks to children are fully in place, although the risk assessment record is not sufficiently maintained which is a breach of requirements. The pre-school have a clear plan for building on their strengths and enhancing the provision. They work closely with the local authority's support services to identify weaknesses and are committed to continual improvement and progress is steady.

The pre-school makes good use of resources and they are of good quality and used effectively to support the children's learning. Staff ratios are high, enabling good levels of supervision and interaction. Resources include those which reflect positive images of diversity to help children learn about the wider world and respect difference. There is good provision in relation to supporting children's cultural and religious diversity. However, arrangements to benchmark the children's progress in relation the Early Years Foundation Stage framework are limited. Labels in the pre-school include dual language and provide examples of different texts, including words written using the Bengali alphabet, which is relevant to a number of children attending. The pre-school ensures that all children have opportunities to share and celebrate their own cultural of religious festivals as well as those that reflect the wider community. Children have recently enjoyed learning about a diverse range of cultures, celebrating Chinese New Year as well studying aboriginal painting styles, before trying the techniques themselves. Children with additional needs receive good levels of support and external guidance and advice is sought where needed.

The pre-school works with a wide range of childcare and family support professionals. They have developed some strong links with one local nursery who provide specialist outreach workers for children with complex needs. The partnership working with this nursery enhances the care and education that is provided, however the pre-school have not developed the same strong partnership working with other early years provision that some children also attend. There developing systems in place to work with parents. There is a well-established routine which sees the parents and staff sharing relevant information both formally and informally in relation to care. However, the partnership to engage parents in relation to children's developmental starting points is not as well established. Parents do receive some help to support their children's learning at home, but this is predominately when a specific problem has been identified.

The pre-school's self-evaluation is mostly accurate and identifies the key priorities for improvement effectively. The pre-school is quick to suggest solutions and ideas

to remedy weaknesses where these are identified. Staff increase in confidence as they attend more training and see the positive impact that these changes make to the children.

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

All children are recognised as unique and the pre-school is effective in supporting their individual needs. Children's health and wellbeing is promoted. Children learn how to keep themselves and others safe. They receive gentle reminders and understand that they could hurt their friends if they do not exercise caution when moving at speed throughout the pre-school. Some children are using this knowledge and beginning to assess risk for themselves. When asked about the rules of the pre-school they respond confidently and most understand the safety reasons for them. Visitors to the pre-school with a specific remit for safety, such as Fire Officers and local Police talk to the children about how to keep themselves safe.

Children have access to very healthy and nutritious snacks and are presented with opportunities to try new foods in a fun and unpressured manner. The pre-school has had success with large numbers of children in introducing them to new foods and they share this information with parents so that the range can be extended to home. The children enjoy helping to make snacks. They made faces using rice cakes, cherry tomatoes and a range of other fruits which they assembled to represent eyes and a mouth. Diet is discussed with parents, and the government's 'Change for Life' healthy eating leaflets are available for parents who send packed lunches.

Children are developing a good awareness of how to keep themselves healthy. Exercise sessions take place daily and the children enjoy the physical activities, moving like snakes across the floor and dancing with control and rhythm. They are beginning to make links between exercise and a healthy lifestyle, because staff regularly talk them through how being active helps them to grow fit and strong. Most children engage in the hygiene routines and staff and children talk about washing the germs off and making their hands nice and clean before eating so that they don't get a tummy ache.

Children very much enjoy their time in the pre-school and come into the building full of enthusiasm and excitement. The children are making good progress given their starting points. Children enjoy their learning, they smile and laugh often. The atmosphere is one of busy purposeful play. The adults guide children towards their learning outcomes using their knowledge of the Early Years Foundation Stage framework and child development. Record keeping is designed to be attractive to parents and tracks children's progress, but does not specifically assess how well they are achieving.

The children's behaviour in this pre-school good due to the clear expectations, and consistent and positive strategies in use. The pre-school help parents to engage in

positive behaviour management by inviting specialists to give talks. Parents state that this has helped them to develop a deeper understanding of their children's behaviour, which has improved as a result. Children work well together in small groups and are beginning to resolve conflict with minimal adult intervention. They are keen to take part in activities offered and are becoming inquisitive learners. Skills that prepare the children for school and beyond are routinely practiced. The children's increasing independence and confidence supports their future development. Children have some opportunities to access technology, but the pre-school have identified this as a weaker area of provision and are seeking ways to address this.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| 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        | 2 |
| The extent to which children develop skills for the future       | 2 |

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