

Little Learners Pre-School Group

Inspection report for early years provision

Unique reference number	137321
Inspection date	23/05/2011
Inspector	Linda Coccia

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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 Learners Pre-School was registered in 2001. It is part of a privately run group of two pre-schools and one day nursery in the London Borough of Bromley. The pre-school operates from a large hall situated in church premises in the London Borough of Bromley. There are associated toilets, kitchen and an outdoor play area.

The provision is registered on the Early Years Register. It is registered to provide care for no more than 32 children under eight years of age and of these, no more than 32 may be in the early years age range and of these no more than eight children may be aged under three years at any one time. There are currently 37 children aged from two years to under five years on the roll, who attend various sessions. The setting receives nursery education funding for children aged three and four years. The group opens five days a week, from 9.10am until 12.25pm for approx 38 weeks of the year. Children attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff who work with the children and of these, four members of staff hold a recognised early years qualification to National Vocation Qualification level three or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school is outstanding in meeting children's needs because its clear aims and objectives are to treat each child as an individual. This ethos is fully implemented by the dedicated staff team. The manager has addressed some recommendations from the pre-school's last inspection which shows she is committed to maintaining the continuous improvement of the setting. Overall, self evaluation by the setting is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further encourage the culture of reflective practice, self-evaluation and informed discussion that identifies the setting's strengths and priorities for development in order to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The provider employs a manager to oversee the day-to-day running of the pre-school. The manager is highly organised and is aided by an able deputy and a competent staff team. The rigorous and robust recruitment and vetting procedures have recently been used to enrol new staff to the team. The excellent induction programme is used to ensure new members of staff are aware of their roles and responsibilities. All staff hold current Criminal Record Bureau checks which are recorded and maintained on the premises. All other regulatory paperwork is fully maintained in an exemplary manner. The staff have a good understanding of safeguarding issues and are aware of the procedures to follow if they have any concerns about the care or welfare of a child at the pre-school.

The manager has carried out a comprehensive evaluation of the pre-school. She has considered parent's and children's views as well as consulting with staff. She also strives to include comments of other childcare professionals despite links with local authority services being currently inconsistent. The manager has been able to identify a number of areas for improvement which she and the staff are currently working on. For example, improvements to the outdoor play space and the activities available to the children. She also instigates regular reviews of the play space and how to get the best from it.

The provider ensures the toys and equipment are of excellent quality and is generous in providing any additional resources requested by the manager. The children are encouraged to look after their toys and are shown how to use them. Therefore, children have benefitted from improvements because they have access to an excellent range of resources.

The pre-school welcomes all children regardless of race, culture, ability or home circumstances. The staff have an excellent understanding of equality and diversity issues. They demonstrate this in the range of posters, notices and paperwork which are available in different languages providing information for parents, thereby making all families feel included and valued. There are also excellent positive images of diversity in the toys the children use and the activities they take part in. A few children are bi-lingual and their progress in speaking English is monitored very well. Children listen to lots of different music from different countries and have completed topics about different places and people. By engaging in these activities children gain an excellent understanding that everyone is different.

There are currently no children attending who require the services of the Special Educational Needs Co-ordinator. Despite this she has some excellent links to a variety of agencies that provide individual services to children. The manager also has excellent links with local primary schools and other care provision which children may attend. For example, regular written reports are sent to the other provision but in instances where children may need additional help face-to-face meetings are arranged. Therefore, effective partnerships ensure that children receive excellent and appropriate support.

The manager is also competent in implementing a number of policies regarding partnerships with parents. This is resulted in excellent working relationships with parents. Parents report that they are exceptionally pleased with the care offered to their children. They are consistently surprised at the high levels of learning their children attain. They acknowledge that children are treated as individuals and are able to discuss their child with the key person confidentially. Therefore, children receive excellent consistent care because regular discussions of their needs take place.

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

Children and parents are welcomed warmly into the pre-school. Children are eager to start playing. Parents report that children want to attend during weekends and holiday periods too! Children are exemplary in their safe use of toys and equipment. For example, when they carry chairs safely from one place to another. They approach staff for help when they need it. Children show they feel safe in the pre-school through their excellent and attentive behaviour.

Children have an excellent time at the pre-school. Each individual child's likes and dislikes are known to the staff. The information is used to outstanding effect as the staff provide those activities that children are most interested in. For example, a number of children are currently very interested in animals; therefore, staff have provided lots of animal related activities and have arranged visits from pet owners and their pets. These have included snakes and 'mini beasts'. These activities help children to gain an excellent knowledge of caring for animals and helps foster their understanding of providing care for others.

Children have many opportunities to explore mathematical concepts and practice their problem solving and reasoning skills. Many of the children ably count past 20 and understand why they use sand timers to measure time for taking turns. This works exceptionally well with the two laptop computers which all the children are extremely proficient at using.

Music and musical instruments are used daily. The children request their favourite music from the outstanding range available. The boys particularly like the 'creating pictures to music' activity. All children enjoy role play and create their own camps and dens as well as using the readily available American Indian tepee. They are extremely creative and use a lovely range of different types of paint, amongst other craft mediums, to create pictures to enhance their environment as well as taking them home to parents.

The older children are very proficient at identifying letters and many of the children are beginning to read words and short sentences. This means children are developing excellent literacy skills for the future.

Staff keep comprehensive observation records on the children which culminate in

a written progress report at the end of each term for parents. The reports clearly plot the progress of each child and it is clear from those reports sampled that children are making excellent progress towards the Early Learning Goals. Children are fully engaged in their play because they can initiate their own activities and are well supported by enthusiastic and skilled staff.

Children participate in excellent activities which enhance their understanding of staying healthy. For example, they participate in supervised cooking activities which allow them to make healthy food choices such as choosing the toppings for their pizzas and selecting from healthy choices at snack time. They use the pre-school's excellent procedures for self care activities and which make them aware of the effects of physical exercise of their bodies. This means that children are benefitting from learning about how to maintain a healthy lifestyle during their time at the pre-school.

Children play very well together and learn to manage their own behaviour. Staff rarely have to intervene in disputes and even then they only offer gentle reminders of how a dispute could be solved.

Children's views and opinions are noted and acted upon by the Manager and staff. For example, children are encouraged to fulfil their own interests by using the toys and equipment imaginatively. By doing this children may increase the enjoyment of others and often encourage teamwork and sharing. Children are able to make excellent contributions to the pre-school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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