

Little U Pre-School

Inspection report for early years provision

Unique reference number	EY425950
Inspection date	29/09/2011
Inspector	Jacqueline Nation

Setting address	Shelly Farm Community Centre, Farm House Way, SOLIHULL, West Midlands, B90 4EH
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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*.

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 U Pre-School is privately owned and is one of three Little U Pre-School settings. The setting registered in 2011 and operates from Shelly Farm Community Centre, Solihull, West Midlands. The building is on one level and is therefore easily accessible. The setting serves children and their families in the local area. There is a fully enclosed play area available for outdoor play. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 26 children under eight years may attend the setting at any one time. There are currently 21 children on roll, all of whom are within the Early Years Foundation Stage. Children are able to receive funding for nursery education. The setting is open Thursdays 9.45am to 12.45pm and Fridays 9.45am to 12.15pm, during school term times.

The setting employs five members of staff, four of whom hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy their time at this warm and caring group where they make significant gains in their learning and development within the Early Years Foundation Stage. Inclusive practice lies at the heart of this child-centred environment because practitioners recognise the uniqueness of every child attending and work very closely with them and their families. Exceptional partnerships between parents and other agencies ensure children's needs are met and their protection assured. The manager and practitioners are continually looking for ways of enriching every aspect of the learning environment. Plans for the future are well targeted and reflect rigorous monitoring and analysis. Consequently, the capacity for continuous improvement 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:

- enhancing the outside play area to cover all aspects of children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are very well protected because there is a strong emphasis on safeguarding, with policies and procedures clearly understood by practitioners and designated individuals. Practitioners demonstrate a high level of commitment to promoting children's safety and well-being. The setting has excellent recruitment and vetting procedures in place, together with procedures for establishing practitioner's ongoing suitability to work with children. Comprehensive risk assessments cover all aspects of the premises and outings. Practitioners are vigilant about arrival and collection procedures and very good security precautions contribute towards children's safety. All children benefit from high levels of care because the committed practitioner team ensures all children feel safe, achieve well and are fully included in all activities.

Children are at the heart of all that happens in this setting. Children develop very close and caring relationships with their key persons who are familiar with their individual needs and effectively provide them with emotional and practical support. Positive outcomes for children are attributed to the excellent use of space, the deployment of good quality resources and the superb balance between indoor and outdoor play. Practitioners work well together at the beginning of each session to transform the room into a very inviting and stimulating environment that offers a wealth of activities to encourage children's interest and curiosity. Effective and well-established multi-agency links provide extensive access to specialist knowledge, skills and resources, which enable the successful inclusion of children with specific needs. Excellent systems are in place to make sure information is shared as children leave to go to nursery to support their continuity of care and learning. Children are encouraged to embrace diversity, learn about the wider community and take into account other's different needs and backgrounds. The setting takes active steps to learn about the language and culture of children and their families.

Partnerships with parents are excellent. The setting places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. From the outset practitioners learn as much as they can about the children in their care through their interactions with parents. Parents receive regular newsletters, daily written and verbal feedback, and are invited to parent consultation meetings. This ensures that parents are very well informed about how the provision operates and fully informed about their child's progress, achievements and daily experiences. Parents' and children's views are sought and acted on through the use of a questionnaire and practitioners actively seek the voice of the child through discussions and play. Parents speak very highly about the setting and the practitioner team. They are very impressed with the key person system, how the setting keeps them informed about their child's well-being and achievements and how they appreciate what this setting achieves for their children.

The setting is expertly led and managed by an owner and manager who are excellent role models. They encourage an ethos of reflective practice throughout

the setting and the whole team is involved in the self-evaluation process. The setting's aims are well documented and regularly reviewed to drive forward plans for the future and improve outcomes for children. Management systems run smoothly and the process for managing practitioners' professional development is very good.

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

Children are eager to attend this very welcoming and nurturing setting where they make outstanding progress towards the early learning goals. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Practitioners have a very good understanding of how children learn and work very well together to plan activities incorporating the needs and interests of individual children. They ensure there is sufficient time and space for children to concentrate on activities and experiences in order to develop their own interests. Practitioners use their observations very effectively to guide planning based on individual children's next steps in their learning. They maintain development folders for each child and these records give a very accurate account of children's progress and achievement.

Children's social skills and ability to communicate with others are rapidly enhanced. This is because practitioners spend time playing with them at their level and are genuinely interested in what they say and do. An excellent emphasis is placed on children's personal, emotional and social development at the admission stage. This focus quickly helps children develop the underpinning skills needed for their future success. Children love playing circle games, singing rhymes at circle time and as they walk together to the local shop to buy fruit for their snack. They are beginning to recognise the music that indicates that it is tidy-up time and learn to sing the 'please and thank you' song at snack time. Children have excellent opportunities to practise their mark-making skills using a wide range of media. They love to paint, use chalks, crayons and drawing mats. Children use a range of resources and materials, such as paint and faux fur for their teddy bear collage activity, and they explore the properties of sand and water during outdoor play. Children's understanding of numbers and their problem-solving skills are significantly enhanced through the use of innovative resources. For example, mats on the play dough table encourage children to 'make two more frogs for the log' and children compare differences in size as they match teddy bear pictures on the 'size bingo' cards. Children learn to make connections as they play, for example, how to fit building blocks together to make a 'high tower', and they plant sunflower seeds and measure their growth. Children's knowledge and understanding of the world is fostered very effectively. They use a wide range of toys and equipment, such as a computer, an interactive globe and they learn how to operate remote-control toys. Children benefit from excellent opportunities for outdoor play and visits to a nearby nature centre. This has a very positive impact on children's well-being and helps all aspects of their development. There is scope to further enhance the outside play area to cover all aspects of children's learning. The setting are developing their plans and ideas for the outdoor space and how best to improve outcomes for children in this area. Children's enjoyment is evident

as they have great fun playing parachute games. This enables children to work together as a group and be physically active and exuberant.

Children's specific health, dietary needs and allergies are well documented and understood by practitioners. Their health and well-being is promoted very effectively as the necessary steps are taken to prevent the spread of infection. They learn about healthy lifestyles, including good hygiene procedures as they wash their hands at appropriate times during the session. Children enjoy a range of healthy snacks and have easy access to drinking water to help keep them hydrated. Children develop a very strong sense of belonging at the setting. Excellent attention is given to helping them to feel secure and safe. Children learn about keeping themselves safe through the discussions and activities provided. They learn how to evacuate the premises in an emergency and hold onto a 'walking rope' until they reach a safe area. They have visitors to the setting, such as the police and the local pedestrian crossing person who talks to the about how to cross the road safely. All children behave very well as practitioners use positive strategies to encourage good behaviour. They give children plenty of praise and encouragement and calmly manage any unwanted behaviour, quickly resolving issues arising, enabling the children to continue to play together and enjoy their time at the setting.

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

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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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Annex B: the Childcare Register

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

Met