

Little Learners Pre-School Group

St Francis Hall, Greencourt Road, Petts Wood, Kent, BR5 1QW

Inspection date	12/11/2013
Previous inspection date	23/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff effectively support children's learning through stimulating and challenging activities because they have a good understanding of the Early Years Foundation Stage learning and development requirements.
- Staff are good role models for children in their care. They develop close attachments with their key children through caring and positive interaction. Children's behaviour is exceptional because of the strategies staff use to engage children's thoughts and ideas.
- Parents are highly complimentary about the service the staff team provide in the pre-school. Many parents choose to book their children for a place at birth to ensure their children have the opportunity to attend before joining school.
- Effective team working together with supervision enhances staff performance. Constant self-evaluation means that the provision is continuously striving for excellence.

It is not yet outstanding because

- Staff do not consistently develop children's understanding of their judgement of risks by inviting them to carry out checks for hazards in their play environment.
- The pre-school does not consistently invite all parents to contribute more to the written assessments that staff complete about their child, to enhance partnership working.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the manager and spoke to members of staff, parents and children throughout the inspection.
- The inspector observed activities in the main hall and the outdoor play area.
- The inspector conducted a joint observation with the manager of children engaged in an outdoor activity.
- The inspector sampled documentation, including risk assessments, children's records of learning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Gillian Cubitt

Full report

Information about the setting

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

The pre-school is registered on the Early Years Register. The pre-school opens each weekday from 9.10am until 12.25pm for 38 weeks of the year. Children attend for a variety of sessions. There are currently 32 children aged from two years to under five years on roll, who attend various sessions. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold a recognised National Vocation Qualification in early years from level 3 to level 6.

What the setting needs to do to improve further

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

- develop strategies to involve children more in learning how to judge risks in their play environment for themselves. For example by keeping walk areas clear of small toys for the safety of themselves and their friends.
- create more opportunities for parents to contribute their views to their children's assessments to aid staff's reflection and future planning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children in the pre-school have access to a good range of activities and resources. They show interest, curiosity and enjoyment in their play environment, which supports all areas of their learning and development. The staff members use their sound knowledge of the Statutory Framework for the Early Years Foundation Stage to plan mornings that have purpose, providing children with a feeling of achievement.

Staff observe children's progress well and use this information to plan the next steps in their learning. Consequently, children develop confidence in their abilities, which prepares them well for their next stage in their learning. Staff understand the different assessment

procedures and regularly share these with parents. This is a particularly strong area where staff excel in accurately assessing children who may benefit from extra support. All parents have a good relationship with staff and, mainly through verbal discussions, parents follow their children's progress. Parents enthusiastically compliment staff on raising their children's confidence, particularly in their social skills. Parents see their children's learning journey although they do not fully contribute to this by adding their written views, to help staff in their later reflection and future planning to support children's changing needs.

Children benefit from a good balance of independent learning in small groups and whole group activities. For example, during the first part of the morning children enjoy making choices in their activities. Staff are responsible for set areas to provide children with guidance and support. Children sit painting with staff enjoying the freedom of expressing their own ideas with paints. Staff sensitively create conversation and children happily begin to chat to explain what they are painting and why they like the colours. For example, children say it is a 'green machine' and staff explore this further to encourage them to communicate their thoughts. In another area, children competitively play board games with staff. They develop skills in matching sounds with pictures as well as counting as they throw dice and count their way around the game board. Outside, children continue counting while they jump and step in and out of hoops. Staff extends children's thinking by asking them to think about more and less as they speak about hundreds of leaves on the ground. This leads to conversations about the weather and the colour of clouds. Children are constantly animated and eager to answer questions, which enhances their level of communication as well as their understanding of the world of nature. Staff have patience and take time to listen to children to let them complete their sentences. As a result, children organise their thoughts so that words and sentences become clear. Later in the morning, children sit together for group time where they discuss the different colours of red and view the variety of red objects. Children look at books throughout the morning and staff support their literacy by reading a daily group story such one about a ladybird. Children develop good physical skills with planned activities, such as an obstacle course. Staff hold children's hands while on balance beams, and they excitedly crawl through play tunnels. Staff praise children's endeavours to walk on tub stilts. This encourages children to persevere with the challenge.

The contribution of the early years provision to the well-being of children

Children are confident and self-motivated, which prepares them well for school. The careful supervision of staff and organisation of the large hall space makes the play environment warm and inviting where children can feel safe. Staff carry out daily risk assessments to support children's safety. This includes checking for hazards both inside and in the outside play area. Children play with a range of toys on both small tables and the floor. However, children at times let their small world toys spread across the smooth wooden floor space, which at times, presents trip hazards when children eagerly go to other activities. Children willingly help to tidy up at designated times, however, they forget to pick toys up as part of their ongoing play to prevent the possibility of others tripping.

Children have a strong sense of belonging, showing their eagerness to leave their parents to join in with the variety of activities. Each child has a key person who they identify with and who helps them to settle quickly. All staff members are attentive and show they value children's views through quietly listening, ensuring all children are included.

Children develop healthy hygiene habits. For example, strategically positioned hand washing stands, together with tissues for wiping hands and cleaning noses enable children to attend to their hygiene needs independently. They eat healthy snacks during the morning and make their own decision when they want to do this. A member of staff supervises and makes good use of this time to develop children's social skills by engaging them in purposeful conversations about food and their bodies. Children talk about what happens to their heart after exercise and why they need to drink when they are thirsty.

Children behave exceptionally well and understand expectations through consistent behaviour management and simple realistic rules. For example, all children stop and listen when a member of staff shows the remaining time before 'tidy up time'. Children are polite and play very well together and staff are quick to intervene to sort out any minor disagreements, helping children to understand and cooperate. This contributes to children's abilities to develop skills of working together, which are invaluable as they move on to school.

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

Leadership of the pre-school is strong and their constant self-evaluation, working with parents and children, is effective in helping the provision to improve. The manager and staff put a strong emphasis for maintaining high levels of achievement for children and focus on supporting their teaching methods and children's learning. Staff constantly seek new ideas to improve learning outcomes for children. They actively welcome visitors to give demonstrations and talks as well as ideas from parents who bring to the group their cultures and customs. Many parents confirm that they consider the staff are 'wonderful' and how much their children enjoy their time at the group.

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do if they have any concerns about a child to protect their welfare. Through regular meetings and supervision, staff receive support in their continued professional development. This includes a requirement for them to regularly update their child protection training as well as first aid. Consequently, staff demonstrate confidence in the procedure to protect children as well as seeing to their needs when they are unwell. The pre-school thoroughly reviews risk assessments and safety procedures following any significant accidents the children may have, to protect children's well-being and safety. Staff maintain good records and share appropriate information with Ofsted, together with the relevant authorities and parents, in line with the requirements of the Statutory Framework for the Early Years Foundation Stage.

The nursery places a strong emphasis on working with external agencies and bringing

services together, such as speech therapists to promote a coordinated approach to the children's welfare. This supports children well and enables them to make good progress in their learning and development. There are also good links with the local schools where children continue their education. Teachers occasionally visit and staff complete a final assessment of outcomes for children to show their levels of achievement during their period at the pre-school. As a result, children move with ease to their reception class to continue their education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	137321
Local authority	Bromley
Inspection number	937885
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Sandra Woolgrove
Date of previous inspection	23/05/2011
Telephone number	020 8467 8528

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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