

Little Lillies Pre-School

Lancaster Court Community Hall, Darlyan Road, Fulham, London, SW6 5TB

Inspection date	22/07/2014
Previous inspection date	30/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children enjoy good relationships with staff, so are keen to learn. They grow in self-assurance, ready for the eventual move to school.
- Staff use a range of good teaching strategies to help all children become confident in communicating. As a result, children's vocabularies are developing well.
- Teaching helps children make good progress in their all round development given their abilities when they first started at the pre-school.
- Leadership and management of the pre-school are good, and drive continuous improvement well to improve the provision for children.

It is not yet outstanding because

- Some group sessions become too long for the younger children, who become restless.
- Not all staff have very high expectations of what children can do.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction with them, inside and outside.
- The inspector talked with staff and children, and held a discussion with the manager.
- The inspector examined documentation including a sample of children's records and development plans.
- The inspector invited the manager to carry out a joint observation.
- The inspector spoke with parents to gather their views.

Inspector

Rebecca Hurst

Full report

Information about the setting

Little Lillies Pre-School is run by the Pre-School Learning Alliance. It opened in 2000, and re-registered in 2009 due to a re-location. It operates from a community hall on the Lancaster Court Estate in Fulham, in the London borough of Hammersmith and Fulham.

The pre-school opens each weekday from 9.15am to 12.15pm term time only. All children share access to an enclosed outdoor play area. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 18 children on roll, all of whom are in the early years age group. The pre-school supports children with special educational needs and/or disabilities. It is funded to provide free early education for children aged two, three and four years. There are four members of staff, who all hold relevant early years qualifications. One holds early years professional status.

What the setting needs to do to improve further

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

- re-consider the organisation of group times so the younger children's needs are met as well as possible throughout sessions
- ensure all staff have very high expectations of children, for example, by encouraging them to use their emerging writing skills in worthwhile ways, such as always trying to sign their work.

Inspection judgements

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

The quality of teaching is good. Staff have a secure understanding of the learning and development requirements. They use their knowledge well to promote children's progress. Staff support children's personal, social, and emotional development well. Children are happy and settled in the care of the pre-school staff. Staff have secure bonds with children, which build children's self-esteem and confidence, so they are ready to learn. Children enjoy snuggling up to staff for cuddles, reassurance, and support showing they trust the staff.

The manager and her staff are skilled in asking the children meaningful and useful questions. These encourage children to think and talk about what they are doing. Staff have useful discussions with children about activities. Children tell staff what is happening and what they will be doing next. This interaction helps children develop their ability to use language effectively to explain their actions. Staff use a good variety of teaching

strategies, including singing, explanations and praise to help develop children's communication and language skills well.

Staff promote children's literacy skills well in many ways in readiness for school. They help children of all ages to enjoy stories and looking at books. Children readily choose their favourites to enjoy with the staff. Staff ask children useful questions about what is happening in the books. This approach encourages children to think about their answers. Older children use descriptive words well to describe the story line, showing how their language skills have developed. However, during group sessions, the younger children eventually start to get restless because the session is too long for them, so they stop paying attention and learning stops.

The staff's planning is effective in helping the children to progress well with their learning and development. Staff use the children's interests and parents' views about home learning, to plan what children need to learn next clearly. Staff track the children's progress through recognising when they meet milestones in their development. This attention means children requiring extra support have such areas identified, so something can be done to close the gaps in their learning.

Detailed progress reports, and the required written progress check for two-year-olds, are shared with the parents. These allow parents to know the progress their children have made. Given the children's abilities when they first started, they are making good progress and are gaining the skills they will need for their future learning. However, some staff miss opportunities to promote children's early writing skills in readiness for school. This is because the staff team does not take a consistent approach to encouraging children to practice these. For example, some staff expect children to attempt to write their names on their work, while others do not. This shows that teaching is not of a consistently very high quality because staff do not always have very high expectations of the children.

Staff promote physical development well in both the indoor and outdoor environments. They set the garden out thoughtfully, and resource it well. The experiences provided promote children's all round learning and development effectively. Staff reflect the inside play areas outside. This approach allows children who prefer outside play to continue their play as they wish, so they remain actively engaged. Staff enable children to practise and gain new physical skills. Children extend their climbing skills. Younger children work out how to get down the slide. Staff prepare children well for the next stage in learning, including the eventual move to school.

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

Staff work effectively with parents to settle children into the pre-school. They familiarise themselves with children's interests, and use these well to engage children immediately. Staff work with children to prepare them for school, so they have the necessary skills, attitudes and dispositions. For example, they teach children how to be independent. Children gain personal skills, such as putting on shoes and sun-protection cream, which helps to prepare them well for this transfer.

Staff teach children how to behave in safe ways using worthwhile practical experiences. For example, they teach children about using resources carefully in the large play area. Children learn not to run in front of the swings. Children participate in regular fire drills. These help them understand what to do in an event of an emergency.

Staff teach children about healthy lifestyles effectively. Staff make good use of all mealtimes. They promote these as social occasions where children sit with staff. They talk with staff about their play activities, and what they have been doing at home. This approach further promotes children's conversation skills, and their social development. Staff teach children to take on small responsibilities, such as putting straws into cartons of milk. Staff teach children about health eating through informative discussions. For example, children talk about 'drinking the apples' and staff teach the children it is the apples' juice that they have had.

Staff provide children with daily opportunities for exercise in the garden areas, which promote their physical development well. Children enjoy unlimited access to the garden attached to the hall. They enjoy learning both inside and out. Staff use the swings and slides in the adjoining park to enhance children's physical development.

Staff use resources well to promote all areas of learning. The resources are all stored sensibly, so that children of any age can choose the resources they want to use. This helps children enjoy activities and encourages their independence as learners.

All staff are consistent in their approach to behaviour management. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

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

The manager implements the safeguarding and welfare requirements effectively. Staff have secure knowledge of safeguarding and child protection arrangements. Detailed risk assessments enable children to play in a safe learning environment. Robust recruitment procedures check the suitability of staff working with the children. These arrangements keep children safe effectively.

Staff work closely with the parents. They regularly share information with them about the progress their children make. Staff provide daily feedback and work with them if they have any concerns about their children's development. This effective two-way communication help children's progress. Staff also work closely with other early years providers that are involved in the children's care. This provides continuity of care and learning for the children.

The provider oversees the implementation of the learning and development requirements effectively. Self-evaluation processes are good. Management involve parents by gathering

their views on the service provided, to help drive improvement. Management assesses the activities to make sure these are meeting the children's individual needs well. Staff use the children's participation in activities to gauge their interests and decide what needs adapting to further meet their individual needs. Staff use the actions raised from visits by the provider to adapt activities and practices in the pre-school. These positive actions all drive improvement. However, monitoring of teaching practices has not identified the variation between staff expectations. Not all have very high expectations of children's learning, and some group times are too long for the younger children.

Staff have regular appraisals and supervisions. These processes allow the manager to review staff practice, and to decide their training needs. Staff attend regular training to enhance practice, in order to promote children's learning and well-being better. They are encouraged to enhance their practice through ongoing training, such as courses in planning for outdoor play, and raising boys' attainment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY394826
Local authority	Hammersmith & Fulham
Inspection number	982279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Pre-School Learning Alliance
Date of previous inspection	30/04/2010
Telephone number	07939405635

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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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