

Little Fingers Pre-School

The Gospel Hall, Vernham Dean, Andover, Hampshire, SP11 0LD



Inspection date	15 June 2015
Previous inspection date	15 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and occasionally outstanding. Managers and staff provide an extensive range of interesting and challenging activities. As a result, children are eager to learn and are highly motivated.
- The key-person system is well established and effective. All children are emotionally secure and are able to develop positive relationships with adults and their friends. This promotes high levels of confidence and self-esteem.
- Children have a wonderful time in the pre-school. Resources are stored in a way that enables children to choose them and lead their own play. As a result, children are independent and keen learners.
- Partnerships with parents are strong. Managers and staff are knowledgeable about family backgrounds and children's home lives. This helps to ensure children receive consistency in their care and learning.
- The manager is highly effective in driving improvement. For example, all previous recommendations have been addressed well and there is a clear process for ongoing developments. Staff have attended various training courses that have improved children's communication and language, such as sign language and singing. This means the outcomes for children are good.

It is not yet outstanding because:

- Occasionally, managers and staff do not challenge children's mathematical learning fully by encouraging them to write their own numbers or by introducing them to simple addition or subtraction problems during play.

What the setting needs to do to improve further

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

- challenge children's mathematical learning further, for example, by encouraging children to write numbers and introduce simple addition or subtraction during play.

Inspection activities

- The inspector observed activities throughout the pre-school and outside play area.
- The inspector held discussions with the pre-school manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Managers and staff observe, monitor and assess children regularly and use this information to plan and enhance further learning experiences. This results in children making good progress, given their starting points, and prepares them well for their future learning in school. Managers and staff promote children's communication skills well. For example, staff asked children many purposeful questions that helped children to recognise shapes, colours and recall how they carried out different tasks. Children develop good pre-writing skills. For example, they jotted down notes and took cake orders for their cafe. This allows children to consolidate a range of skills. Children benefit from a range of sensory experiences. They use sand and water on a daily basis, exploring consistencies as they have fun with pouring and scooping. Children count objects and each other with ease as they play favourite games. However, managers and staff do not always extend this to encourage children to write their own numbers and incorporate simple addition and subtraction. This means that children's mathematical skills are not always fully promoted.

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

Children show an extremely strong sense of belonging within the pre-school and their behaviour is exceptional. For example, children consistently say 'Please' and 'Thank you' and adhere to simple rules and boundaries extremely well. As a result, children feel valued and important. Children learn about making healthy food choices as they have a selection of fruits at snack time. Children grow their own vegetables and fruits and know which foods are good for them. For example, they discuss which food groups contain a lot of sugar. This gives them an excellent understanding of the benefits of a healthy diet. The outdoor play area is a real strength of the pre-school. For example, managers and staff provide children with the freedom to watch animals and plants grow, explore safely and play exuberantly. As a result, children's physical development and well-being are excellent.

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

Managers and staff are clear and well informed of their responsibilities for safeguarding children. They have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. This means child protection is given a high priority. The manager monitors staff's teaching and children's progress extremely closely. For example, ongoing staff training, appraisals, staff meetings and supervisions mean that all staff receive good support, direction and coaching to build on their already good practice. As a result, children effectively reach their full potential. Managers and staff have good partnerships with external agencies and other providers. This makes a positive contribution to meeting children's needs.

Setting details

Unique reference number	110092
Local authority	Hampshire
Inspection number	845979
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	34
Name of provider	Little Fingers Pre-School Committee
Date of previous inspection	15 June 2010
Telephone number	01264 737735

Little Fingers Pre-School opened in 1991. The pre-school is situated in the village of Vernham Dean, in Hampshire. Sessions are term time only from 9am until 3.30 pm on Monday to Thursday and from 9am to 1pm on Friday. There are six members of staff, three of whom hold appropriate early years qualifications and two are currently undertaking a scheme to gain appropriate qualifications. The pre-school receives funding for the provision of free early educations for two-, three- and four-year-old children.

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