

Little Miracles Pre School

Garston Urban Village Hall, 70 Banks Road, Garston, LIVERPOOL, L19 8JZ

Inspection date

Previous inspection date

02/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are motivated to explore and learn in the stimulating and very well-resourced indoor and outdoor play environments.
- The manager and staff are an enthusiastic and dedicated team of childcare practitioners who aim to continuously improve the quality of the provision to effectively support children's learning and development.
- Children are effectively safeguarded. All staff are well informed about child protection issues and children's safety is promoted through effective risk assessments and safety procedures.
- The staff team have a good knowledge of the Statutory framework for the Early Years Foundation Stage and of their responsibilities in meeting the legal requirements.

It is not yet outstanding because

- There is scope to improve the play and learning resources for children learning English as an additional language so that these better reflect their home languages and experiences.
- There is room to increase opportunities for children to write by placing writing materials in a wider variety of locations, such as the role play and construction areas.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoor play area.
- The inspector held discussions and undertook a joint observation with the registered provider, who is the manager.
The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records and questionnaires.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Jean Thomas

Full report

Information about the setting

Little Miracles Pre School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a multi-use hall in Garston Urban Village Hall in Garston, Liverpool. Children have access to an enclosed outdoor play area. The pre-school is owned by an individual. It serves the local area and is accessible to all children. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The registered person/manager holds a degree in Early Childhood Studies and she has achieved Early Years Professional Status. The pre-school opens term time only. Sessions on Monday to Thursday are from 9am to 2pm, and on a Friday from 9am to 12 noon. Children attend for a variety of sessions. There are currently 14 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the resources available that reflect children's linguistic identity to further enhance the teaching and support given to children learning English as an additional language

- position writing materials in a wider range of play areas to further encourage children's interest in making marks for a purpose.

Inspection judgements

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

Staff have good knowledge of the Statutory framework for the Early Years Foundation Stage which they effectively use to support children's learning and development. Teaching is rooted in a good understanding of how children learn. Staff provide challenging and varied experiences based on their knowledge of children's interests. They know and respect children's play preferences and allow children to be spontaneous and make decisions about their own play activities. This successfully engages children in play and contributes to them developing good levels of concentration as their interest is sustained. As a result children make good progress in their learning and development in relation to their starting points. The quality of teaching and the range of opportunities children experience, results in them being well prepared for their next stage of learning.

The pre-school's key persons know their individual children very well. Detailed information

is gathered from parents about their child's stage of development before they start attending. This enables key persons to plan appropriately to support individual children's progress as soon as they start. Where children speak English as an additional language, key persons work with parents to ensure teaching matches the development and learning needs of their children. However, there is scope to extend the range of resources available in the children's first language to complement the strategies used to support their learning of English. The key persons complete ongoing observations on their key children to assess their stage of development and to plan for their progress. The sharing of the children's learning records and discussions with key persons are some of the methods in place to provide parents with information to guide children's learning at home. The pre-school undertakes developmental and assessment checks for the required progress check for children between the ages of two and three years. This helps to support young children's progress and to identify if there are any concerns, so that further support can be put in place if required. At the present time, there are no children attending the pre-school who also attend other early years settings, however, the manager is fully aware of the need to work with others to plan complementary activities to promote continuity and progression.

The quality of teaching is good because staff use a range of effective teaching strategies to extend children's learning. For example, they model language, extend sentences and introduce new vocabulary as children play. The environment is welcoming, inclusive and stimulating. Staff are enthusiastic and playful, which influences children to develop positive attitude towards play and learning. Through the staff's good planning and the continuous provision of resources, they ensure children experience numerous indoor and outdoor play opportunities and exciting activities. These cover all areas of learning well. As a result, children are motivated and confidently transfer resources from one play area to another as their play ideas develop. This constant access to play materials and resources gives children the opportunity to play at their own pace and return to equipment to practise their skills. However, writing materials are not always positioned in a variety of play areas, such as the role play and construction area, to further encourage children to practise writing for a purpose. Outside children play with water using a range of utensils. They determine how to use the water in their play. A group of children fill containers fitted with a spray to make marks on the walls. Other children fill and empty containers, making discoveries about size and measure. Currently many children are clearly interested in dinosaurs, and so staff ensure that resources matching this interest are introduced in different play areas. For example, children use the reference books to identify the different dinosaurs play figures, and this prompts discussion about the similarities and differences. Children then spontaneously decide to build a dinosaur island with the different shaped wooden blocks available, so that they extend their knowledge and skills as they follow their own fascinations. Children have many opportunities to be creative, for example, they paint, construct, pursue role play and make models using play dough and recycled resources. Involvement in these activities, where the children's own creativity is fully respected, helps to develop their problem-solving skills as they persevere to achieve results to their satisfaction. Children have very good opportunities to learn from first hand experiences. They show excitement as they notice that the tadpoles they have been studying have grown legs. Outings are regularly planned to support children's understanding of the world around them. For example, they use public transport to visit the rail station. Children learn about technology in meaningful ways through the resources available at the pre-school, including a computer tablet, and when they go on outings. For

example, during a recent visit to the station they had opportunity to use public telephones and sit in the train driver's cab and see the controls used to operate the train.

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

Staff are caring and supportive in their practice, which contributes to children feeling safe and secure and forming trusting relationships. Staff warmly welcome children and their parents on arrival. This ensures that the children feel valued and cared for, and that relationships with parents are strong. The effective partnership working with parents promotes two-way communication to ensure children's individual needs are fully met. The use of the home and setting communication book further ensures a good exchange of information about the child. Children show they are activity involved in their own learning as they contribute to these records as staff write their comments about their daily achievements. Staff are sensitive to children's needs and respect the uniqueness of each child. At group discussion time, staff sensitively ensure each child's voice is heard as they talk about events in their lives. In this inclusive setting children's emotional well-being is fostered well. Most children enthusiastically come into the pre-school and separate with ease from their parents. Children excitedly greet their friends and announce 'lets get playing'. Parents are invited to stay with their children who find it more difficult to separate. The children benefit from the key person system, which contributes to them forming secure emotional attachments. As a result, children who find it difficult to separate from parents are reassured by their key person, and with their support, quickly become involved in play. Transition procedures are in place to support children as they move onto the next stage of their education. Parents acknowledge in their written comments how well the transition to pre-school was managed by the staff and how this effectively prepares children for the changes ahead of them.

Staff support children's developing social skills and are positive role models for children's behaviour. Staff are very polite in their interactions between the children, parents and each other. Children learn social skills, of sharing and taking turns. They are very polite and courteous towards their friends and staff. Through effective, gentle reminders, consistent boundaries and clear explanations, staff reinforce behavioural expectations. In this caring and secure environment children develop their self-confidence and enjoy the social aspect of their play as they make friends. As a result, children are well behaved. Children learn to take responsibility for their environment as they help tidy away play materials and replace resources in the designated storage areas. Resources and planned activities contribute to nurturing children's respect for the diversity of society. They celebrate local community cultural events, such as Chinese new Year which included a visit to the city look at the Chinese architecture.

Children's health and well-being is effectively promoted. Children develop good self-care skills. They learn about the importance of personal hygiene as they follow hand washing procedures after toileting, before eating their meals and after 'messy' play. They learn to competently complete these tasks independently. A cafe-style snack is provided and children decide when they want to eat. This means that snack time does not disrupt children's involvement in play. Healthy options are provided for snack. Fruit and water is

readily available throughout the session. Children learn to look after themselves as they sit still whilst eating fruit to prevent the risk of choking. Children who stay for lunch bring their own food, and staff work with parents to encourage them to provide healthy options in their child's lunch box. Lunch time is a social occasion where staff sit with the children and there is flow of conversation. The provision of all-weather clothes results in children benefiting from outdoor play throughout the year. There is space for children to be energetic and exuberant in their movements, such as enjoying the sensation of running. There are ample resources to support their physical development. This is further enhanced by visits to the local park where children gain coordination and self-confidence playing on the larger apparatus. Children enjoy dancing and moving their bodies in different ways to the rhythm of the music. They use large arm movements to twirl colourful ribbon streamers around in the air as they dance. Staff are fully aware of the importance of children having opportunity to enjoy this type of physical activity to help to develop the muscles required for writing skills. If children get tired during the session, they can relax on comfortable cushions and chairs in the quiet area. Equipment is also available if children require sleep, so that all aspects of their physical needs are fully met.

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

Staff have had training in both first aid and safeguarding and are confident in their knowledge of the procedures to follow to protect children from harm. The manager is the designated officer taking the lead for safeguarding. The local authority's safeguarding audit has been completed to monitor the effectiveness of the pre-school's procedures and practice. There are robust procedures in place for recruiting, vetting and checking staff, which ensure that they are suitable and safe to work with children. The induction procedure provides new staff with the information required to ensure they are competent in their role and have a full understanding of their responsibilities. Staff are effectively deployed to maintain high levels of supervision at all times for children's safety. Risk assessments are documented to help monitor potential risks. Records are maintained as legally required to meet the safeguarding and welfare requirements for children's well-being.

This is the provision's first inspection since registration. The pre-school operates from premises which are used by others. This means, each day all the resources and equipment have to be stored away. The staff team work very hard to create an enabling environment to stimulate children's desire to play and learn. They have a positive attitude toward this arrangement. They consider that it prompts daily reflection on the value and success of the resources, activities and planning in order to make ongoing changes to enhance children's learning and play experiences. The manager places a priority on continually improving the quality of the provision. Improvements have been made since it opened. These include developing the outdoor play environment and changing the observation and assessment process to more precisely plan for individual children's progress. The views of staff, parents and children are sought to reflect on practice and make improvements. The children are actively involved in the planning. Their views are recorded and used as a basis for planning learning activities that successfully engage children's interests. The

manager has a good knowledge of the Early Years Foundation Stage and the responsibility to meeting the learning and development requirements. The evaluation processes, staff meetings and the managers observations of staff's practice contribute to the effective monitoring of the educational programme.

The staff team are committed to partnership working. Parents are provided with a wealth of information, including policies and procedures, which help them to develop an understanding of the organisation and responsibilities of the pre-school. Parents are very complimentary about the staff team and make it clear that they extremely pleased with the progress their children are making. They describe staff as being 'passionate' in their practice to support children's progress. Staff have previous experience of working with other professionals and childcare providers to support children's development. Currently this does not apply to the children attending.

The Childcare Register

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

The requirements for the voluntary 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 | EY463864 |
| Local authority | Liverpool |
| Inspection number | 945495 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 14 |
| Name of provider | Jennifer Ruth Burgess |
| Date of previous inspection | not applicable |
| Telephone number | 07900243304 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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