

Little Fingers Pre-School

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



Inspection date	8 May 2017
Previous inspection date	15 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know the children and their families well. They take account of children's individual needs and interests, and plan an exciting range of learning experiences. Children's emotional needs are supported well.
- Partnerships with parents are strong. Staff work consistently with parents to support children's welfare and ongoing development. For example, they share observations, assessments and the next steps in children's individual learning.
- The manager and staff have good systems to support children who have special educational needs and/or disabilities. Close liaison with parents and external agencies helps staff to ensure they plan for and meet children's needs well.
- Children make good progress in their personal, social and emotional development. For example, they demonstrate good levels of confidence, independence and self-esteem, they lead and make choices about their play.

It is not yet outstanding because:

- Although children are not at risk, Ofsted has not been provided with the required information to complete suitability checks on all committee members.
- At times, staff are less successful in using information they gain from comparing children's learning to be sure that different groups make equally good progress.
- Although planning for children's next steps in learning is good, staff do not fully recognise valuable physical learning opportunities that arise during children's play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ provide Ofsted with the required information to check the suitability of members of the committee. | 26/05/2017 |

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

- monitor information from comparing the progress of different groups of children even more effectively to address any differences in achievement more quickly
- place a sharper focus on extending the learning opportunities for physical development during play.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand their role in protecting children and keep their knowledge updated. They know how to identify any welfare concerns and follow procedures. The manager regularly assesses staff's practice, such as through the process of one-to-one supervision and appraisals. She supports staff's professional development and targets their training needs to enhance the experiences they provide for children. Overall, there are thorough recruitment and induction procedures to ensure that staff are suitable for their roles and have a clear understanding of their responsibilities. However, the provider has failed to inform Ofsted of changes to new committee members. Despite this, they do not have direct contact with the children and have Disclosure and Barring Service checks. Children's safety is maintained. The manager is committed to continuous improvements. For example, through effective evaluation she takes account of staff's and parents' views to raise the quality of care and learning for children.

Quality of teaching, learning and assessment is good

Overall, staff use their observations and assessments well to identify and monitor children's learning priorities. They use their knowledge of children and how they learn to offer activities which help them to make good progress. Staff support children's social skills well. For example, they provide opportunities for children to respect others, to share and take turns. Staff help children to develop their mathematical skills through practical activities. Children enjoy role play in the toy shop and building with construction materials. Staff encourage children to investigate natural resources and to experiment, such as with real-life food and equipment. This helps them find out how they feel and why things work.

Personal development, behaviour and welfare are good

Key persons and parents work well together to provide an effective settling-in process that supports children's emotional well-being. Children form trusting relationships with the staff. Staff are positive role models; they set good examples to children and children behave well. Children gain a good understanding of how to keep themselves healthy. For example, they enjoy healthy snacks, walks and free access outdoors for more energetic play. Children experience good knowledge and understanding of the world. For instance, they learn about living things, grow vegetables and become aware of different families.

Outcomes for children are good

Children make good progress, relative to their starting points. For example, young children use their senses to develop their curiosity about the natural world. Children's literacy skills are developing well and many children show an interest in sharing books. Older children show an enjoyment in making marks and some begin to write the letters in their name. They gain the necessary skills in readiness for their move to school.

Setting details

Unique reference number	110092
Local authority	Hampshire
Inspection number	1089061
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	40
Name of registered person	Little Fingers Pre-School Committee
Registered person unique reference number	RP517992
Date of previous inspection	15 June 2015
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 3.30pm on Monday to Thursday and from 9am to 1pm on Friday. There are six members of staff, five of whom hold appropriate early years qualifications to level 2 and 3. The pre-school receives funding for the provision of free early education for three- and four-year-old children.

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.

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