

Little Hoppers

St Philips Church Hall, Wadgate Road, FELIXSTOWE, IP11 2LX

Inspection date	19/03/2013
Previous inspection date	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 make very good progress because staff have a secure knowledge of how to promote learning and provide a stimulating and exciting learning environment.
- Children are motivated and eager to learn, they access the resources independently, are confident and settle exceptionally well.
- High priority is given to children's safety and security and good levels of supervision ensure that they are protected from hazards at all times.
- The manager and staff are highly motivated as they strive to improve their provision even further to benefit the children.

It is not yet outstanding because

- Not all children's assessment records are of a consistent high standard, and as a result, some children do not benefit from precise and robust assessment.
- Arrangements for sharing information with other settings that the children attend are not yet fully effective. Assessment records are not shared to enable children to fully benefit from a consistent approach.

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 activities in the playroom and the outdoor learning environment.
- The inspector held meetings with the manager of the provision, spoke to staff and trainees and interacted with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, a range of other documentation and discussed self-evaluation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Moira Oliver

Full Report

Information about the setting

Little Hoppers Pre-School was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from St Philips Church Hall in Felixstowe, Suffolk and serves the children from the local area. It is privately managed and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff and has access to an additional four pool staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon and from 1pm until 4pm. There is an optional lunch club which runs from 12 noon until 1pm and a breakfast club from 8am until 9am. On Tuesdays and Thursdays children can stay until 6pm. Children attend for a variety of sessions. There is also a holiday club available which runs morning sessions from 9am until 1pm and afternoon sessions from 1pm until 4pm and late sessions can be requested until 6pm.

There are currently 62 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who are bilingual 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 existing arrangement for sharing information with other settings that the children attend, to ensure children make the best possible progress and receive a consistent approach to their learning

- develop a highly consistent approach to evaluating observations to ensure all children benefit from precise and robust assessment.

Inspection judgements

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

Children enthusiastically take part in a wide variety of interesting and challenging activities across all areas of learning, and as a result, make good progress. The learning environment stimulates their interest because it is well thought out, monitored and adapted to suit the interests of the children present. For example, many children

expressed an interest in writing their names and finding their own and others name cards. As a result, staff enlarged the writing area providing more opportunities for more children to take part with a wider range of resources. Children sort through name cards, reading those they recognise and some can write their names on their pictures. They are proud of their attempts and encourage others to have a go. Large chalks are provided outdoors and children enjoy making marks on the chalk board.

Staff support all children to make progress and work with other agencies to benefit children who have special educational needs and/or disabilities. They have ideas and resources to support children who speak English as an additional language, such as visual timetables and action cards. Staff support children's communication skills both verbally and through signing. They regularly use signs to greet each other, at snack time and when singing. Children are becoming more confident and happily engage adults and other children in conversations. They use their imaginations in the well-resourced role play area as they play shops and dress up as their favourite super hero, princess and police officers. They skilfully use the doctor's set and know how to use a stethoscope, bandages and a thermometer. Children have many opportunities to use a variety of musical instruments, such as a xylophone, keyboard and a range of percussion items, to explore rhythm and sound. They have fun in the digging area outside as they use spades and forks to turn the earth as they look for worms. They delight in mixing the mud with the water in a small puddle, making it sloppy and squelchy. Staff use these opportunities to teach the children about nature and how to be kind to worms and handle them carefully.

Staff work closely with parents and other agencies to ensure all children are able to make progress. Parents complete assessment records when their child first starts to provide staff with a clear picture of their child's abilities and interests. A book lending facility enables parents and children to share stories both at the setting and in their own homes. Meetings are arranged to provide additional opportunities to share children's records and for parents to be involved in planning for their child's next steps. Staff prepare the children well for the next steps in their learning and development as they develop the skills needed to support their eventual move to school.

Most staff keep detailed records of children's interests and achievements and are skilled in evaluating the observations they make on children's play. The evaluations are used to track children's progress and to plan effectively for their next steps in learning. However, these records are not all of a consistently high standard, and therefore, not all children benefit from such robust assessment. The staff know what they want the children to achieve through the activities and how to support them with their next steps.

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

Children are happy, confident and have fun in the stimulating learning environment. They build close relationships with the staff and especially with their key person, supporting them to settle well as they make the transition from home to pre-school. Children make friendships with their peers and are encouraged to use their names to greet each other every session. New children and those that find it more difficult to separate from their parent are supported very well. They are reassured and comforted by warm and caring

staff.

Children are provided with healthy snacks and meals and encouraged to try a variety of fruit and vegetables. Menus are monitored and reviewed and children's preferences and parents requests are taken into account. Staff work closely with parents to ensure children's individual dietary needs are respected. Opportunities for fresh air and exercise are provided every session and children can choose to play indoors or outdoors.

Staff support the children to be responsible for their own behaviour and to learn how to stay safe. They use clear, age-appropriate explanations and remind the children of the rules during group activities. For example, children know to walk indoors, to keep the sand and water in the trays and to use aprons for messy activities. Children recognise when they get hot or cold and put on coats to go outside and take off jumpers when they get hot. They choose to come to snack when they are hungry and access drinks when they are thirsty, taking responsibility for their own needs. They learn to keep themselves safe as they practise fire evacuation procedures regularly, so that they know what to do in the event of an emergency.

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

The staff and manager are dedicated, motivated and work hard to ensure they meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of how children learn, and as a result, overall support them to make good progress in their learning and development. They work together as a team and are supported well by the manager and deputy. They get involved and host local early years meetings and training, sharing ideas and good practice. Staff are keen to increase their knowledge and skills through training and are proactive in using ideas learnt to benefit the children. For example, they are working on strategies to support children to make smooth transitions into school. Self-evaluation takes into account the views of staff, parents and children through discussions and questionnaires and there is a clear plan for future improvements.

The staff have a secure understanding of their roles and responsibilities in safeguarding children from abuse and neglect. Clear policies and procedures support their practice and ensure that children are protected. Robust recruitment systems are followed and under-performance is tackled to ensure that children are cared for by experienced, qualified and conscientious staff. A high priority is given to ensuring that children are safe and secure at all times. Supervision is good and risk assessments are carried out, ensuring the premises are free from hazards.

Parents are very happy with the care and education that the pre-school provides for their children. They speak highly of the staff, find them friendly and approachable and are pleased with the progress their children are making. Staff build relationships with other settings that the children attend as they pick up and drop off children. However, opportunities to share assessment records with other settings that the children attend are

not yet in place. As a result, some children do not benefit from a consistent approach to help them to make the best possible progress.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY451655
Local authority	Suffolk
Inspection number	882843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	62
Name of provider	Little Hoppers Pre-School
Date of previous inspection	not applicable
Telephone number	01394670090

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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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