

# Little Hoots Ltd

Inspection report for early years provision

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**Unique reference number** 510075  
**Inspection date** 24/09/2010  
**Inspector** Jennie Cutler

**Setting address** Grangefield Approach, Voxwell Lane, Bishops Cleeve,  
Cheltenham, Gloucestershire, GL52 8GL  
**Telephone number** 01242 678400  
**Email** Tewkesbury Borough Council.  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Little Hoots Ltd was registered in 2008. It operates from a purpose-built annex situated within Grangefield Primary School, Bishops Cleeve. A maximum of 30 children may attend the setting at any one time. Little Hoots offers pre-school sessions on weekdays during term time from 9am to 3pm, and before and after-school care from 8am to 9am and 3.15pm to 5.30pm. A holiday club operates in the school holidays. There are currently 120 children aged from three years to under eight years on roll, and children up to the age of 11 years are also accepted. Of these, 43 children receive funding for early years education. Children come from within the local community. Little Hoots currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. Little Hoots employs nine members of staff. All hold appropriate early years qualifications and one is working towards a further qualification. The setting has close links with the adjacent school. It is also member of the Gloucestershire Playgroup and Toddler Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Hoots Ltd provides well for all children who attend the setting enabling them to make good progress in the areas of learning because they are happy and enjoy their work and play. The two managers work well as a team, complement each other in their areas of expertise for the benefit of all the children, and have made many changes for the better since the last inspection. They have identified a programme of further improvements showing a good capacity to improve further. Children who are under five are safe and well cared for by a team of well-deployed staff who all have appropriate early years qualifications or are working towards them. Older children help the younger ones and are a good influence upon them.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessment is in place clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 08/10/2010

To further improve the early years provision the registered person should:

- improve snack time organisation to ensure good hygiene practices are in place
- finalise all draft policies and complete the self-evaluation process to help with the prioritising of action plans which are clearly linked to improving the

setting.

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

The two managers drive improvement well and have divided up the work of running the setting so that they can use their specific areas of expertise for the benefit of all the children. For example, one manager efficiently oversees the administrative areas and the other is effective in making sure that the provision for the children is appropriate. The managers make sure that all the children are safe and that the appropriate checks are in place. All staff are vetted, have attended many useful courses and are aware of the correct procedures for protecting children. Training is up to date and staff know when they need to renew their qualifications; e.g. for first-aid training. There is a good ratio of staff to children. Staff are well deployed and know their particular tasks for the sessions. The building is safe, clean and bright with some colourful displays. Children's safety is enhanced as regular safety checks and risk assessments are carried out. However, this information is not recorded. This is a specific legal requirement.

Staff promote equality and diversity and observe the children's confidentiality well. The managers are now making sure that no child is compromised or identified when general observations and reflections are made about the success of the sessions. The planned learning activities and assessments for the under fives are carefully thought through and fully meet the guidance for this age group. There are good links with the primary school on the same site so that children have the advantage of easy access to the playground and are able to use the climbing apparatus and facilities there. They are included in many of the school events and strong links make transition from one school to another seamless.

There has been a great improvement in the quality of the policies and procedures for running the setting since the last inspection. However, self-evaluation is still in the very early stages. Consequently, this does not give the managers a clear and cohesive view for developments. They are very willing to complete the work in these areas and are seeking out courses to help them. Little Hoots is well supported by the authority and there are good links with parents and carers and also with other settings in the vicinity. This supports children's care, learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare is safeguarded effectively. They are given choices, enjoy a healthy breakfast, and are able to talk about which foods they need to help them grow. The older ones sit and play at the computers with the under fives and set them a good example. They are caring, talk in a gentle way and help when necessary. The atmosphere is calm and gives children a good start to the day.

All children make good progress in all areas of learning. They are safe and happy, and enjoy the activities on offer to them. Some children concentrate for long periods of time, learn to cut with scissors and successfully stick their cut-out paper on card to make colourful patterns. One child was helped to make an excellent pattern and was very pleased with the results. Others enjoy playing with the fort and vigorously act out knights in battle. Some act out being the petrol-pump attendant in the garage with an assistant who successfully develops their vocabulary and language. The setting provides well for children with special needs or for those with English as an additional language. Cultural diversity is celebrated and families are included in helping children learn about traditions and customs from around the world. Collecting money for charities and fund raising successfully helps children begin to understand how they can help others and make a contribution to their community. Consequently, children are developing skills for the future.

Some children have the task of cutting up fruit for snack time, and the assistants are good at developing their language and knowledge about different kinds of fruit. Children learn about hygiene and keeping safe when using a knife to prepare food. They generally adopt healthy lifestyles well and know that they must wash their hands after going to the toilet and before eating. However, because children walk up to a counter to collect their snack they all have to pick up their fruit from a bowl and then carry a sticky piece of banana or pineapple back to their table. When they walk up for extra snacks, some children have not yet finished eating and also have sticky hands. This compromises some aspects of care and hygiene, especially when children carry on playing with toys again without washing.

Children are developing well in their personal and emotional development and make good contributions in all areas of learning. They are learning to be independent when they place a peg on their name card on arrival; they care for themselves when going to the toilet and when putting on coats. They know how to ask staff if they need something and are reminded to say 'please' and 'thank you'. The skills they learn successfully prepare the children for a positive transition to the primary school. Children have very good relationships with each other and with the staff, who know them and their families well. As a result, they are safe and secure, and well prepared for the next stage of their education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met