

# Little Crickets

Poplar Meadow, Welland Road, Tonbridge, Kent, TN10 3TD

## Inspection date

14/10/2014

Previous inspection date

24/09/2009

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children benefit from a welcoming play environment with some good opportunities to be independent and choose resources for themselves.
- Children have secure relationships with staff and each other and there is a positive, friendly atmosphere at the pre-school.
- Staff work closely with parents and keep them well informed about their child on a day-to-day basis.
- Staff take appropriate action to provide support and include all children to meet their individual needs.

### It is not yet good because

- The lead person for safeguarding has not completed recent training to help her confidently take on this role to help to keep children safe.
- Staff do not always review each child's next steps consistently or use their assessments effectively to plan activities to challenge children and build on their skills.
- Systems for monitoring and evaluating the preschool are not fully established to drive and sustain improvement in the quality of the provision.

## 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 children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector offered the manager the opportunity to take part in a joint observation.
- The inspector spoke to parents at the setting and took account of their views.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

Little Crickets registered in 2009 and is a privately owned pre-school. It operates from a clubhouse within a cricket ground in Tonbridge in Kent. Children have use of the main hall and there is an outside play area. The pre-school is open from 9.15am to 12.15pm each weekday during term time. There is a lunch club each day until 1.15pm and on Monday and Thursday the pre-school is open until 2.45pm.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll who are all in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities.

There are four staff who work at the pre-school, three of whom have relevant childcare qualifications at level 3; one member of staff is unqualified.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the person designated to take lead responsibility for safeguarding completes up-to-date training to enable them to confidently support, guide and advise other staff
- improve the use of assessments so that children's next steps are consistently reviewed and linked to planned activities that build on their skills.

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

- introduce more rigorous systems for self-evaluation and monitoring of the provision to help drive further improvement.

## Inspection judgements

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

Staff welcome all children into the pre-school. They gather detailed information about children's background, starting points and needs. They ask parents to fill in all about me forms and talk to them during visits to settle children in. This helps them to provide any support children require when they start to meet each child's needs appropriately. Staff

have developed their observation skills since the last inspection and introduced a new system for assessment. This has led to improvements in how they identify next steps for children. However, staff do not always consistently review and change children's next steps or use them to plan activities to build on children's individual skills and extend their learning. This means that although children enjoy the activities provided, staff do not plan effectively for their all-round progress and development.

Staff teach children a range of skills that help prepare them for the next stage of learning and for school. They support children's communication and language skills well and children make steady progress in this area. Staff talk to children as they play, ask questions and encourage conversations. Children benefit from small group sessions to help build their confidence. Staff engage children's interest in books and stories by using interesting props at story time. Children enjoyed listening to a favourite tale and joined in with the familiar words and phrases during the inspection. Staff encourage children's understanding of number through daily activities and routines. Children counted as they fitted wheels on to their model vehicle and a staff member encouraged them to work out how many there were in a row. Staff gave children time and space to develop their own ideas in play to express their creativity. Children made models with recycled materials and were keen to bring them to the creative table to finish them using some paint. Staff enable children to have free access to the outdoor area throughout most of the morning. Children enjoyed playing in the covered area and also benefit from outings across the cricket pitch and in local woods to learn more about the natural world.

Staff work in close partnership with parents and keep them informed on a day-to-day basis. They invite parents to regular meetings to share their assessments of children. They encourage parents to share information about what children do at home and provide them with ideas to support children's development. This helps involve parents in their child's learning.

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

Children have positive relationships with staff and each other. They come in to the pre-school happily and settle quickly to an activity. Staff are sensitive to children's needs and have a warm and caring approach. This supports children's emotional and physical well-being. Staff are calm and consistent, reminding children to be kind to each other, to take turns and to share. This helps children learn to behave well.

Staff supervise children carefully throughout the morning, making sure they are always within sight and hearing. They complete daily checks of the premises to ensure that all areas are safe for children to use. As a result, children move confidently and safely around the hall. Staff encourage children to be independent by organising a range of resources so that they can easily select things for themselves. Children help themselves to materials from the creative area or to the farm animals when they would like a turn. Staff explain to children why running inside might be dangerous and show them how to use equipment such as the scissors carefully. This helps children develop an understanding of risks and how to keep themselves safe.

Children learn to manage their own personal needs when they remember to wash their hands before snack time and after playing outside. They enjoy a selection of healthy snacks during the morning. At the inspection, they helped themselves to fruit and breadsticks and poured their own drinks of milk or water. Children play outside every day in the outdoor area, benefiting from the fresh air and exercise. Staff also set up physical play activities inside and children enjoyed riding bikes or using the small climbing frame.

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

Robust recruitment procedures help to ensure that all staff are vetted and suitable to work with children. All of the required documentation that supports the smooth day-to-day running of the pre-school is in place. The manager supports staff through supervision sessions and they attend local courses to develop their knowledge and skills. This means the staff team receive appropriate training and support. The manager has recently taken on the lead role for safeguarding. She is aware that she needs to update her safeguarding training in order to confidently support and guide staff in the event that they have any child protection concerns. This is a legal requirement. However, the manager and provider have identified this as an area they need to improve. The manager is working towards this with the local authority early years advisor and the provider is available for support as needed. This helps reduce the impact on children and ensures that staff still safeguard children's welfare appropriately overall.

Since the last inspection, staff have developed their knowledge and understanding of the learning and development requirements. They have improved their skills in observing children and identifying next steps for their learning, but they are still developing the link between children's next steps and planned activities. They have begun to monitor children's progress more closely, for instance using tracking sheets. This means they can more easily highlight areas where children require additional support. For instance, this helped them identify children who would benefit from extra activities focused on developing their communication skills. Staff work closely with other professionals to make sure that all children are included and appropriate adaptations are made as necessary if children have special educational needs and/or disabilities.

There are some systems in place to monitor and evaluate the pre-school. Staff review the provision and identify actions to take to develop their practice. They are keen to improve the pre-school and committed to continual development. However, more rigorous monitoring is not currently in place, to make sure that the actions they take lead to the improvements they hope for in the outcomes for children. This means sometimes changes made, such as to assessment systems, do not necessarily have the desired impact on staff practice and outcomes for children.

Parents are welcomed into the pre-school and staff value their contribution. Staff keep parents well informed through daily discussions and the use of notice boards. Parents have access to a range of policies and procedures that provide useful information about

the pre-school. Parents comment that they are happy with the care the pre-school provides and they are pleased with their child's progress. They find the staff team friendly and helpful.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY305475
<b>Local authority</b>	Kent
<b>Inspection number</b>	843795
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Little Crickets Ltd.
<b>Date of previous inspection</b>	24/09/2009
<b>Telephone number</b>	07929 158 829

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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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