

# Little Owls Pre-School

Foxton Road, Binley, Coventry, West Midlands, CV3 2HN



<b>Inspection date</b>	16 January 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of how children learn through play. They provide a broad range of activities and experiences, both indoors and outside, which support children to make good progress in their learning.
- The successful key-person system enhances the relationships between staff, children and their families. As a result, children settle well and build positive attachments with staff.
- Staff have an effective understanding of safeguarding procedures and ensure that children are kept safe from harm.
- Staff work well with parents to build partnerships to ensure that all children's needs are met and to promote consistency in their learning and care.
- The pre-school has very strong links with the primary school in which it is situated. Children become familiar with the school staff and environment, which means that children are emotionally well-prepared for moving on to the nursery class.
- Managers and staff identify where children need additional support. They ensure that their needs are met by obtaining support from external agencies where appropriate.

### It is not yet outstanding because:

- Staff do not always make the most of every learning opportunity. For example, there are missed opportunities to promote learning during tidy-up times and when children move between activities.
- Opportunities for children to be supported in smaller groups with their key persons are not yet fully maximised to enable children to make even more rapid progress in their learning.

## What the setting needs to do to improve further

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

- use daily routines more effectively so that learning is promoted throughout the morning, including tidy up times and moves between one activity and another
- extend the already good opportunities for children to work in smaller groups with their key persons so that they make even more rapid progress in their learning.

### Inspection activities

- The inspector had a tour of the pre-school with the manager and observed teaching and learning activities indoors and in the outdoor play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a children's records, evidence of the suitability and qualifications of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Victoria Mulholland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a broad range of interesting activities and rich experiences to support children's learning across the seven areas. Provision for outdoor learning is very good. Children enjoy exploring and investigating, for example, as they fill and empty containers with pasta, and play with torches and electronic toys. Staff interact well with children to support their communication and language skills, and imaginative play. Early literacy and mathematical skills are promoted well as children join in with songs, make marks, count, and talk about size and shapes. This actively supports children in acquiring the skills that they will need in readiness for school. However, some aspects of the daily routine are not fully exploited to further enhance children's learning, such as when tidying up and changing activities. Children benefit from working in smaller groups with their key persons but these opportunities could be further extended. Staff work in partnership with parents and other professionals to support children's learning needs through a shared approach. This enables all children to make good progress in relation to their starting points.

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

Staff work in partnership with parents to support children's well-being and help children to settle in. Staff are good role models. They provide clear guidance for children about acceptable behaviour. Staff teach children about sharing and taking turns and reinforce positive behaviour with praise and encouragement. This successfully promotes children's personal, social and emotional development and they develop friendly relationships with each other and adults. Children have good opportunities for physical development. They climb and slide on equipment outside. They push, pull and pedal wheeled vehicles. Staff follow good hygiene practices to assure children's health. Staff promote healthy eating by ensuring that children have healthy snacks, milk and water. Staff promote children's independence and personal care skills and encourage children to try to do things for themselves. This helps children develop confidence and self-assurance. As a result, children are emotionally well-prepared for the move on to nursery and school.

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

Managers have a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding procedures are clear and understood by all staff. Systems for recruitment and vetting ensure that staff are suitable to work with children. Managers and staff have a good overview of children's learning and progress. Managers regularly meet with staff as part of monitoring and supervision processes. This promotes good standards and enables staff to identify strengths and areas for improvement or further training. Managers regularly evaluate their provision and provide opportunities for staff and parents to share their views. They take these views into account when identifying strengths and priorities for future improvement. Managers and staff are committed to working in partnership with parents and professionals to ensure consistency in children's learning and care.

## Setting details

<b>Unique reference number</b>	507671
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1003763
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Ernesford Grange Primary School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02476454843

Little Owls Pre-school was registered in 1978. It is situated within Ernesford Grange Primary School and is managed by a governing body. The pre-school opens from Monday to Friday during term times. Sessions are from 8.40am until 11.40am. Lunch club operates between 11.40am and 1pm. The pre-school operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 or 3. The pre-school provides funded early education for two- and three-year-old children.

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