

# Little Crickets Pre School

Harrogate Cricket Club, The County Ground, St. Georges Road, HARROGATE, North Yorkshire, HG2 9BP



<b>Inspection date</b>	24 February 2015
Previous inspection date	24 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 consistently take the children's lead when planning activities. They pay consideration to their interests, which allows them to plan purposeful activities that provide good levels of challenge and motivates them to learn. Consequently, staff prepare children well for their next stage in learning and their move to school.
- Children show that they have formed secure attachments with the staff. They are happy and enjoy their sessions in the pre-school. The good relationships with their key person effectively promote their emotional well-being.
- Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- The staff have a strong relationship with parents. They work hard to involve all parents in their children's learning. This helps to support children's progress in learning at the pre-school and at home.
- The committee, manager and all members of staff regularly reflect on their practice, pre-school procedures and the experiences provided for children. They set clear priorities for improvement and demonstrate a strong commitment to promoting high-quality provision.

### It is not yet outstanding because:

- Occasionally group sizes are too large for adult-led activities, which mean the needs of all the children are not taken into account.
- There is room to enhance the use of natural resources so that they are available in all of the areas, to provide further opportunities for children aged two to three to explore and investigate.

## What the setting needs to do to improve further

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

- improve adult-led group activities so that they are flexible and responsive to children's ability to concentrate and engage, for example, by considering consistent smaller group sizes
- provide more natural resources in all of the areas, such as everyday items, to fully promote opportunities to explore and investigate for children aged two to three years.

### Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- The inspector met with the manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the pre-school and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers through discussion at the inspection.

### Inspector

Lynne Pope

## Inspection findings

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

Staff support children's learning through positive interactions and appropriate questioning. This means that children are increasingly curious and eager to learn. In particular, all children are eager to take part in baking activities. Staff make sure that they each have a turn to help with measuring and mixing the ingredients. Staff promote children's communication skills well. They repeat what children say, so that children hear the correct way to pronounce the words. Staff plan small group times really well. They do this to promote children's confidence in speaking in front of a group and so they learn to take turns. However, some groups are too large for children aged over three years, such as at the start of the session. This means that not all children are fully engaged. Parents are warmly welcomed by the approachable staff. Staff work with them to continue their children's learning at home really well. For example, children borrow the Book of the month to share at home.

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

The caring and supportive environment helps children to feel safe and secure. This provides a strong foundation for their well-being and independence. Staff carry out home visits prior to new children starting. This means they gain a valuable insight from the family on how they can meet children's individual needs. Children demonstrate self-confidence as they actively explore. They become engrossed in their play outdoors. For example, they practise their skills with a bat and ball. They learn how to play cooperatively as they take turns making ramps for their cars to go down. The pre-school environment is welcoming and offers children opportunities to play in a number of well-equipped areas. The provision of natural resources is being developed for children aged two to three years. However, they are not available in all areas for children to explore and investigate. Staff support children to learn about healthy eating and to develop their independence skills. At snack time they talk about the different foods and count how many portions they can have. Children are encouraged to pour their own drinks, further developing independence.

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

The committee works closely with the manager to make sure that the welfare, learning and development requirements are met. Staff turnover is minimal and any new staff are employed through a robust recruitment and induction process. The manager conducts regular peer observations, supervision meetings and annual appraisals. This gives the manager and staff the opportunity to discuss individual staff's progress and to set targets for further improvement. Staff attend a wide variety of courses and they feedback at staff meetings. This means there is consistency in staff practice. Ongoing observations and accurate assessments are successfully completed by staff. The manager monitors assessments to make sure that any gaps or delays in children's learning are identified and addressed, so that all children make good progress. Staff have effective links with the local schools, which enables them to support children's move on to full-time school.

## Setting details

<b>Unique reference number</b>	EY439505
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	874672
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Harlow Hilltop Pre-School Limited
<b>Date of previous inspection</b>	24 May 2012
<b>Telephone number</b>	07533 153667

Little Crickets Pre School was registered in 2012. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including the manager who holds Qualified Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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