

Little Hearts Pre-School

Sacred Heart RC Aided Junior & Infant School, Byermoor, Burnopfield, NEWCASTLE UPON TYNE, NE16 6NU



Inspection date	6 March 2015
Previous inspection date	18 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good understanding of children's current stage of development. They observe children regularly. This enables them to plan appropriate activities to challenge them and extend their learning further.
- Children behave extremely well. Staff offer gentle reminders about behavioural expectations. They work with parents effectively to develop a shared understanding of how to manage children's behaviour.
- Staff work extremely effectively with other professionals. They seek prompt advice and support from different agencies.
- Partnerships with the host school are excellent. Children are exceptionally well prepared emotionally when they move into their Reception year. This is because high-quality experiences are provided to introduce them to their new environment and key members of staff.
- The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child.
- Children have a good understanding about the world around them. A range of high-quality learning experiences are planned to inspire children.

It is not yet outstanding because:

- On occasions, staff do not take full advantage of opportunities within the daily routine to promote children's independent counting skills.
- Occasionally, the organisation of the children's planning session interrupts the flow of children's play and learning.

What the setting needs to do to improve further

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

- review the organisation of group planning activities for children, so that they have further opportunities to engage in uninterrupted play and learning
- extend opportunities within the daily routine to promote children's independent counting skills further, for example, by giving children the opportunity to count out the food and utensils independently at snack time.

Inspection activities

- The inspector viewed all parts of the pre-school accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the main pre-school room and outdoor environment.
- The inspector carried out a meeting with the manager of the pre-school and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of children, parents and carers spoken to during the inspection.

Inspector

Elizabeth Fish

Inspection findings

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

Children enjoy their time at the pre-school, where teaching is consistently good and some practice is outstanding. Where practice is outstanding, children are highly motivated and persevere for extended periods of time, as they hunt for spiders using magnifying glasses. Perceptive questioning encourages children to consider how they could catch the spider for further study. Routines in the pre-school are well thought out and children are involved in planning their activities. However, occasionally, the group planning time interrupts children's play. This is because children are asked to leave an activity they are engrossed in, which they do not always return to. As a result, some children become distracted as they find it difficult to regain their focus. Staff cover all seven areas of learning well and children make good progress in their learning, which supports their readiness for school. A range of opportunities are planned to support the development of mathematics. However, occasionally, staff do not take full advantage of opportunities within the daily routine to consolidate children's ability to count objects independently. For example, at snack time children are not always encouraged to count out the fruit, plates or cups independently. As a result, children's counting skills are less well developed.

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

Staff are highly skilled and sensitive to the needs of each child. They know each child as an individual and recognise when children need additional support. Staff work extremely closely with parents to support each child. They talk to parents about children's favourite books and toys in order to reintegrate children after a long absence. This ensures that children are emotionally secure. Children are confident, motivated and show a willingness to explore. Children settle extremely well when they start at the pre-school. Staff work closely with parents to ensure the arrangements for settling children in successfully meet their emotional and physical well-being. An extremely stimulating environment is provided indoors and outdoors. Outdoors, children show an excellent understanding of safety as they use tools to make figures out of sticks and twigs.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She maintains a good overview of the educational programmes and holds regular discussions with staff to ensure they reflect children's interests and stage of development. Assessments are monitored effectively and appropriate intervention is provided. Strategies to support children's individual needs are threaded into activities, when applicable. The manager checks the quality of teaching and works alongside staff, regularly reviewing and sharing practice. This, in conjunction with good supervision arrangements and training, supports staff to improve their already good practice. Areas for further development are identified, through consultation with staff and parents, and are used well to set targets and drive improvement.

Setting details

Unique reference number	EY396552
Local authority	Gateshead
Inspection number	859806
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Gillian Vi Manning
Date of previous inspection	18 January 2010
Telephone number	01207270396

Little Hearts Pre-School was registered in 2009. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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