

Little U Pre-School

96 Old Dickens Heath Road, Shirley, Solihull, West Midlands, B90 1SD



Inspection date

8 June 2015

Previous inspection date

29 March 2011

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

Summary of key findings for parents

This provision is good

- Staff are highly motivated and work well together as a team in this good quality pre-school. They successfully create a nurturing, child-centred learning environment. Staff are kind, warm and caring. As a result, children are very happy and motivated to learn.
- Teaching is good as staff plan a varied programme of activities to cover all areas of learning. This means that children are well prepared for their next stage of learning and the eventual move to school.
- Staff place a high priority on helping children to acquire speaking and listening skills. This means that all children, including those who speak English as an additional language, make good progress in their language development.
- Children develop good levels of independence. Staff encourage them to undertake routine tasks and make decisions about their play.
- Staff have good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the pre-school.

It is not yet outstanding because:

- The programme for the professional development of staff is not precisely focused to raise the quality of teaching to its highest level.
- Staff do not always successfully encourage all parents to share information about children's learning at home.

What the setting needs to do to improve further

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

- target staff's professional development precisely to enhance their knowledge and skills, so that the quality of teaching is raised to promote children's learning even further
- explore further strategies to enable parents to share information about their child's experiences at home, to ensure continuity in children's learning between home and the pre-school.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager, provider, staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

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

The indoor area is bright and welcoming. This encourages children to use the appealing resources on offer. For example, they freely access paper and materials to draw and locate toys of interest that have been purposely positioned by staff. Children's imagination and creative skills are stimulated as staff provide boxes of all shapes and sizes. They thoroughly enjoy using the materials to build pretend trains and carriages. Children's language development is effectively supported. Staff skilfully use open-ended questions and show a genuine interest in what children have to say. Children confidently talk about what they did on a recent holiday. This helps to build their confidence to speak in a group and makes them feel valued as an individual. Staff complete regular observations of children and use these to identify their individual interests. They incorporate these well into activities to maximise each child's learning potential. However, staff are not always successful in encouraging parents to share information about what their children are learning at home. This means that staff miss some opportunities to plan activities that build upon experiences and interests at home.

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

Children of all ages display confidence and are clearly very happy and settled. Staff have established strong partnerships with parents who are welcomed into the pre-school at any time. Parents speak very highly of the care their children receive by the dedicated staff team. Staff are good role models for children as they treat them with respect. As a result, the atmosphere in the pre-school is calm, relaxed, respectful and caring. The pre-school makes good use of routines to promote independence. For example, children spread butter on their toast and cut bananas in to slices. Staff provide varied opportunities for physical activity. For example, children enjoy building with large blocks and riding wheeled toys. Consequently, children are learning about how to lead a healthy lifestyle.

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

Management review the provision in detail, using the views of children, staff and parents to set priorities for improvement. This means areas to develop further are well targeted to promote children's care, learning and development. Performance management is effective as staff are involved in regular meetings and appraisals to support their personal development. All staff are qualified and have received the required training for their roles. However, the professional development plan for staff is not sufficiently focused to enable them to raise the quality of teaching even higher. Partnerships with outside agencies and the local nurseries and primary schools are effective. This ensures that children's individual needs are quickly identified and met effectively. Assessment and planning systems are regularly checked to ensure they are consistent and accurately demonstrate an understanding of all children's abilities and skills. As a result, children make good progress in all areas of learning.

Setting details

Unique reference number	EY346373
Local authority	Solihull
Inspection number	849410
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Nicola Michelle Brown
Date of previous inspection	29 March 2011
Telephone number	07840 783250

Little U Pre-School was registered in 2005. It operates from a community village hall, close to Shirley, Solihull. The pre-school opens Monday to Friday, term time only. It opens Monday to Wednesday from 9.45am until 12.45pm, with a breakfast session offered from 9am until 9.45am. Opening times on Thursday are 12.30 until 3pm and Friday 12pm until 3pm. The pre-school supports children who speak English as an additional language. Six members of childcare staff are employed. Of these, five hold appropriate early years qualifications at level 3 and the manager holds a level 5 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

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