

# Little Raindrops

Little Raindrops Pre-School, Chapple Drive, HAVERHILL, Suffolk, CB9 0DU



## Inspection date

16 June 2015

Previous inspection date

22 September 2011

<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

- The staff talk with parents before children start at the setting. This helps them to find out about the children's interests and abilities. As a result, staff plan learning opportunities which build securely on the children's existing skills. This supports children to make good progress towards the early learning goals.
- Partnerships with parents and carers are successful and ensure children receive the support they need. Staff provide ongoing information to parents and carers, which help to support ideas for shared home learning.
- All staff have a good understanding of the requirements of the Early Years Foundation Stage. They have a secure understanding about safeguarding and child protection procedures. This ensures that children in their care remain protected from harm.
- The two managers and staff are attentive to the changing needs of the children and their families. They take time to listen to parents and to the interests of the children. They use this information very well to reflect on and improve the service provided.

### It is not yet outstanding because:

- While children explore technology, staff do not always extend this as far as possible. As a result, children do not easily access items, such as torches or recorders to increase their understanding of how technology can be used within their everyday lives.
- While staff provide a welcoming environment for all children and their families, there is room to extend this further. This is to enrich the initial support routines for children who speak English as an additional language, enabling them to settle more quickly.

## What the setting needs to do to improve further

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

- enrich teaching and learning opportunities for children even further by extending activities which enable them to explore uses for everyday technology
- implement plans to enhance support for those families and children who speak English as an additional language, enabling them to integrate more quickly and securely into the setting.

### Inspection activities

- The inspector observed general play and the snack routines in the setting.
- The inspector talked with the two managers, members of staff, parents and the children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability checks for all members of the committee and staff, and a range of other documentation. First aid and safeguarding training certificates were viewed.
- The inspector held discussions with one of the managers in relation to observations of the children's play, learning and progress.
- The inspector reviewed the self-evaluation document.

### Inspector

Lynn Clements

## Inspection findings

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

Staff plan and deliver a good range of interesting learning opportunities, which capture the children's imagination and participation. Children quickly become absorbed as they share books or observe how well their tomatoes are growing. They communicate competently as they talk with each other and members of staff. The children learn about simple technology as they join in activities using the setting's tablet, computer and camera. However, there is room to strengthen these opportunities by enabling children to explore how everyday technology is used throughout their lives. Children enjoy simple number games, matching and sorting plastic bears by colour, size and quantity. They clearly recognise number symbols one to five and match these to the correct number names, both in and out of sequence. Children explore the similarities and differences of other cultures and customs, helping them to become more aware of the wider world. However, staff have yet to implement new ideas to help children who speak English as an additional language settle more easily in to the setting.

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

The children learn to keep themselves safe. For example, while playing outside they learn to confidently negotiate the differing levels of the various exciting play areas. Staff provide positive role modelling of safe practice, such as carrying scissors safely. This helps the children to firmly embed their developing understanding of keeping themselves and others safe. Through consistent daily routines, the children learn to take care of their personal hygiene. For example, they confidently choose when to access drinks and their snack from the snack bar. Children's behaviour is very good. They show consideration to others, for example, as they line up to take turns on the larger outside play equipment. Their physical skills are nurtured well as they join in make-believe games on their pirate ship, or group together while playing skittles. Staff use plenty of positive praise, which builds the children's confidence and self-esteem.

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

The two managers monitor the educational programmes, which are planned and delivered by the staff. As a result, each child's next step for learning is identified and good progress is made. Ongoing staff practice is observed to identify skills and provide training to support the ways they teach the children. As a result, children's ongoing learning is planned and delivered by qualified and knowledgeable staff. Good attention is paid to working with staff at the local school. This enables children to move comfortably to school with full confidence. All records are in place, maintained well and stored securely.

## Setting details

<b>Unique reference number</b>	EY426802
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	852713
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Little Raindrops
<b>Date of previous inspection</b>	22 September 2011
<b>Telephone number</b>	07957747767

Little Raindrops was re-registered at its current site in 2011. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications, including one with Early Years Professional status and one who is qualified to degree level. The pre-school opens term time from 8am until 6pm, Monday to Friday. A breakfast club runs from 8am until 9am, and an after school club from 3.30pm to 6pm. There is also a holiday club in operation from 8am until 6pm during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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