

# Little Imp Pre-School

T H Knightall Ltd, Hawksley Avenue, SHEFFIELD, S6 2BG



<b>Inspection date</b>	12 November 2015
Previous inspection date	11 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team is strong. There is effective management of staff's performance and clear and appropriate support is given. Children benefit from good quality learning experiences and a safe and secure environment.
- Staff plan a good range of activities and children enjoy their time at the pre-school. Staff accurately assess children's stage of development and effectively use this information to support them in moving forward.
- Staff listen attentively to children as they play and encourage them to talk about what they are doing. This helps to promote young children's communication and language skills.
- Children are given good support to settle as they start at the pre-school to support their emotional well-being. Staff make sure that children who have just started have a familiar adult to reassure them. Staff also work carefully with parents, so that they adjust the length of the visits, according to each child's needs.
- There is a strong partnership working with other agencies and professionals. This ensures good support for disabled children and those with special educational needs. There is also effective coordination of support for children who speak English as an additional language.

### It is not yet outstanding because:

- Children in the pre-school room do not always have the opportunity to practise their writing skills.
- On occasion, staff miss opportunities to help pre-school children to develop their counting and number recognition skills.

## What the setting needs to do to improve further

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

- enhance opportunities for pre-school children to practise their writing skills
- provide more opportunities for children to develop their understanding of counting and recognising numbers.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Tara Street

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff renew their understanding of child protection issues on a regular basis. Children's safety is promoted well as the designated person is thorough in dealing with any concerns. Staff are well qualified and regularly attend mandatory training, such as first aid. An established system of frequent supervisions and staff meetings ensures they are valued and supported. This support has a positive impact on staff practice. The management team has worked hard to drive improvement since the last inspection. Previous actions and recommendations have been successfully addressed, which has improved the outcomes for children. The pre-school improvement plan is appropriately challenging and demonstrates a clear motivation to improve the quality of the provision. The manager undertakes frequent monitoring of children's progress and has high expectations that any gaps should be narrowed as quickly as possible.

### Quality of teaching, learning and assessment is good

Staff provide lots of child-initiated play to meet the needs of the younger children within the pre-school. Staff interact well with children at these times and follow, rather than direct, their play. Staff extend children's learning by using words, such as, big, small, fast and slow when talking about different animals in a book. Children enjoy listening to and joining in with storytelling sessions and group time activities. Activities are well planned, including where staff plan an adult-led activity to teach children particular skills. Staff give good attention to what children will learn, what resources they will need and what their role is within the activity. Older children have opportunities during the day to learn about colour, shape and size as they play with clay, make dough and investigate a tray of leaves.

### Personal development, behaviour and welfare are good

A caring and sensitive staff team provide a welcoming and child-friendly environment. Parents offer positive feedback about how much their children enjoy attending pre-school and the benefits of the regular stay and play sessions. Staff are good role models and children are becoming increasingly confident, inquisitive and eager learners. On entry, parents provide key information to staff to ensure that babies and young children's individual requirements and stages of development are known. Babies and children are comfortable within their surroundings and demonstrate a strong sense of belonging which promotes their emotional well-being. Older children are well behaved and freely access the toilet with simple reminders from staff about washing their hands. All children benefit from fresh air and have good opportunities to be physical throughout the day. Staff effectively promote children's understanding of a healthy lifestyle during daily activities and discussions.

### Outcomes for children are good

All children make good progress, including those who receive funded early education. Staff have high expectations of all children. This means that the activities provide a good level of challenge, in order to prepare children in readiness for school.

## Setting details

<b>Unique reference number</b>	EY381370
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1028409
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Edward John Burdall
<b>Date of previous inspection</b>	11 December 2012
<b>Telephone number</b>	0114 234 8883

Little Imp Pre-School was registered in 2008. The pre-school employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one holds a qualification at level 6. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm and the pre-school also offers a holiday club during all school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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