

# Little Buddies Pre-School

Church Hall, Homefield Avenue, LOWESTOFT, Suffolk, NR33 9BU



## Inspection date

30 November 2015

Previous inspection date

8 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are gaining the skills needed in readiness for changes, such as moving on to school. Staff work closely with parents and local schools to help children to make the move with confidence.
- Staff have a very flexible approach when children start in the setting. The good partnerships with parents help children to settle quickly and support their emotional well-being.
- Staff use their knowledge and experience well to track children's progress. They plan interesting and challenging activities for the children to enjoy and to develop their skills in all areas of learning. This helps to effectively support children's progress.
- Children have access to a wide variety of interesting resources both indoors and outdoors. They are confident, motivated and enjoy exploring their environment.
- Good links with other professionals help staff to support all children effectively and meet their differing needs.

### It is not yet outstanding because:

- Children are not always given enough time to respond to the staff's enthusiastic questioning.
- Occasionally, some children become distracted because staff have not fully considered their preferences when planning activities for groups of children.

## What the setting needs to do to improve further

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

- offer children more time to formulate their answers and respond to questions posed during their play
- improve arrangements for group activities so that the needs and preferences of all children are fully considered and met.

### Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation, records of children's learning and development and evidence of the suitability of staff working in the pre-school.
- The inspector carried out joint observations with the manager and supervisor.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is involved in the daily practice of the pre-school and is successful in supporting and motivating staff. The manager and supporting team reflect on their practice and have a clear vision for the pre-school's development. This helps to improve the good service they provide for children and their families. Staff supervision helps to identify and address any training needs. This results in well-qualified and supported staff who promote children's learning well. Safeguarding is effective. Staff are clear about the procedures to follow should they have any child protection concerns. An effective range of written policies and procedures is implemented successfully to ensure the children are well protected. The manager uses her qualification and experience well to check that children's progress remains good. Parents receive regular information about their children's progress and ideas of how they can further support their children's learning at home.

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

Well-qualified and knowledgeable staff plan interesting activities to support and extend children's learning. For example, children explore and experiment with a variety of resources provided. Staff are enthusiastic and motivate children to take part and learn. They read stories to the children. There is a good range of books available that children select independently, which helps them to develop their early reading skills. Children participate in many creative activities. They increase their confidence as they proudly make different types of marks. Staff help to support children's mathematical skills. For example, they use appropriate language to improve children's awareness of shape, colour and size. Children enjoy building with construction resources and exploring play dough, which effectively supports their physical development.

### Personal development, behaviour and welfare are good

Children are happy and motivated to learn. The key-person system is effective in building secure relationships with children and their families. Staff greet them with warm smiles as they arrive and talk to them about what they will be doing. This helps children to separate from their parents with confidence. Children are immediately involved in focused play with staff and their peers. Staff play alongside the children and help them to share and take turns. Children gain good social skills as they eat snack and sit and talk in small groups. Staff help children to develop their independence. For example, older children are encouraged to put on their own coats and Wellington boots before going outside to play. Staff act as good role models and have appropriate systems in place to effectively manage children's behaviour. They praise children, helping them to recognise their own achievements.

### Outcomes for children are good

All children make at least good progress from their starting points. They are motivated and gain the skills they need in preparation for their move on to school.

## Setting details

<b>Unique reference number</b>	EY350350
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	863325
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Katherine Frances Wright
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	01502 589166

Little Buddies Pre-School was registered in 2007. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including the manager, who has Early Years Professional status. The pre-school opens term time only. Sessions are from 9am until 3.30pm, Monday, Tuesday and Friday. The pre-school also opens on Thursday, offering sessions in the morning and afternoon to meet with demand. The pre-school provides funded early education for two-, three- and four-year-old children.

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