

# Little Sheep Pre-School

Staple Hill Methodist Church, High Street, Staple Hill, Bristol, BS16 5HQ



<b>Inspection date</b>	13 January 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Key persons know their key children well, including their individual needs and interests. Children make good progress and are prepared well for the next stage in their learning.
- Staff use positive behaviour strategies well and are good role models. Children learn how to manage their own behaviour; they are well behaved.
- Leadership and management are effective, particularly around self-evaluation and supporting staff professional development. Staff are encouraged to reflect on their own practice to identify improvements that will benefit the children.
- Staff teach children good mathematics skills and children have a good understanding of mathematical concepts.
- Staff encourage children's social development, as children play and learn together, respectfully helping them to make friendships with other children and learn important skills for their future development.
- The quality of teaching is consistently good and all children are making good progress in all areas of their learning and development from their starting points.

### It is not yet outstanding because:

- There are too few opportunities for children to use technology to expand their learning.
- Staff miss some opportunities to promote and extend children's early reading and writing skills, particularly for those children who learn better outdoors.

## What the setting needs to do to improve further

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

- improve the use of the activities and experiences on offer to children to expand their information and communication technology skills
- increase the opportunities for children to practise their literacy and early writing skills, particularly for those children who learn better outdoors.

### Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of the committee and staff to work with children.
- The inspector took account of the views of children, staff, and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

The qualified and experienced staff team has a good understanding of the Early Years Foundation Stage. Safeguarding is effective. The leaders and staff have a good understanding of their role and responsibility in terms of child protection. This helps children to be well protected and kept safe from harm. All staff show enthusiasm in their work and work well as a team. Leaders regularly observe staff to monitor and maintain the good quality of staff teaching. Robust recruitment practices include carrying out appropriate checks on staff to ensure their suitability to work with children.

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

Staff know children well and have a good understanding of how children learn and ways to promote their learning and development. Staff carry out ongoing observations and use this information to plan activities that interest and encourage the children to learn. Staff have effective assessment systems in place that enable them to identify and monitor children's achievements and what they need to learn next. This leads to staff organising specific activities to best support children's learning and development. Parents receive regular information about their child's progress and are invited to meet their key person regularly to go through their child's learning records. Parents are encouraged to further support their child's learning at home. For example, there are resources that parents can borrow to use with their children. Children feel secure and familiar with routines. They are willing to 'have a go', and staff are deployed well so they are able to support and encourage their learning when needed. This supports children's personal, social and emotional development well.

### Personal development, behaviour and welfare are good

Children settle quickly at the pre-school and staff work closely with parents to get to know them before they start. Staff promote children's independence well. Children are confident in what they can do for themselves and this prepares them well for their eventual move on to school. Staff encourage children to be kind and share, and to respect others. Children are able to play safely. Staff are clear of their roles and responsibilities in order to keep a safe and secure environment, and they supervise children well, indoors and outdoors. Staff use the outdoor areas well to ensure that children get fresh air and regular exercise, which benefits their health and well-being. Children are motivated to take part in activities and experiences; they have fun while they learn through play.

### Outcomes for children are good

All groups of children, including those for whom the setting receives additional funding, make consistently good progress from their starting point; gaps are identified quickly and are closing. Children are working in the typical range of development and are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY474471
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	974615
<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>	16
<b>Number of children on roll</b>	22
<b>Name of provider</b>	BSGC of the Methodist Church
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01179575221

Little Sheep Pre-School registered in 2014. It is situated within Staple Hill Methodist Church in South Gloucestershire. It is open Monday, Wednesday and Friday from 9.30am until 2.30pm, and on Tuesday and Thursday from 9.30am until 12.30pm, during term time only. The manager holds Qualified Teacher Status and is supported by two staff members with early years qualifications at level 3. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

