

Little Legend Pre-School

Friar Park Millennium Centre, Friar Park Road, Wednesbury, WS10 0JS



Inspection date	15 April 2016
Previous inspection date	Not applicable

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

- Partnerships with the parents, other professionals and providers are good and include regular exchange of information. Parents are able to attend regular stay-and-play sessions to discuss their child's progress. This helps to make sure that parents know how to continue their child's learning at home.
- Children develop emotional attachments with the staff that care for them. All staff are warm and caring towards the children and provide time and patience to make sure that they settle quickly.
- The manager makes sure that all staff, parents and their children are fully included in the self-evaluation procedures. As a result, any areas that would benefit from improvement are clearly identified and changes are implemented to benefit all children on roll.
- The manager works closely with the staff to ensure robust risk assessments are completed in the indoors and outdoors areas each day. Any outings off the premises are also risk assessed so that children are kept safe and well at all times.

It is not yet outstanding because:

- Although staff establish starting points for children's learning by making their own observations, they do not involve parents in the assessment process. This means they do not have valuable information from parents about what their child already knows and can do, to help ensure the assessments are as accurate as possible.

What the setting needs to do to improve further

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

- involve parents in the assessment of the starting points for their children's learning to help make sure they are as accurate as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the registered person. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of staff and children during the inspection.
- The inspector spoke to parents and took account of their views. She also took account of a number of parents' written comments, provided for the inspection.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager makes sure that all staff attend safeguarding training. As a result, all adults are clear about what to do and who to contact should there be a concern about any child in their care. The manager and her deputy make sure all staff have regular support and coaching. This includes observing staff practice and identifying any training needs that need to be addressed. This, and effective, regular monitoring of the educational programmes, has a positive impact on the children's learning and developmental progress over time.

Quality of teaching, learning and assessment is good

Children's next steps in learning are clearly identified and information about these is regularly shared with parents. This helps parents to know how best to support their child's learning at home. When children arrive, they sit, concentrate and listen well for their name at registration, before making their own choices about what to do and where to play. This helps them to become familiar with the types of routine they will encounter at school. Children are excited as they play in the outdoor mud kitchen. Here, they mix their own concoctions, use a range of tools and containers and engage in imaginary play with their friends. During such times, staff play alongside children to further enhance their learning. They use demonstration, a running commentary and a range of questioning techniques to enhance children's language and communication skills. Children wear their favourite character outfits and run around in the fresh air, laughing and giggling as they chase their friends. Staff support children's learning as they play at the outdoor sand tray, filling and emptying different containers. Children observe the flow of dry sand and use scoops and cups to make imaginary cups of tea for their friends. Indoors, children help themselves to paints and crayons independently to make marks and talk about the colours and shapes they create. During child-initiated and adult-guided play activities, the staff encourage children's explorations and investigations of their environment and use praise effectively throughout the session.

Personal development, behaviour and welfare are good

Children are actively encouraged to adopt healthy lifestyles. They make choices from a range of fruits and breads provided for snack times and spend plenty of time in the fresh air. Staff talk to the children about their healthy food choices and sit with children at snack times to encourage social interactions. Children are well behaved because staff act as good role models and make clear their expectations. Children enjoy their time in the pre-school and form warm and caring friendships with each other.

Outcomes for children are good

Children are encouraged by staff to develop their 'can do' attitude. They develop independence because the staff use meaningful praise to encourage them to do things for themselves. They know how to share, take turns and play fairly. All children, including those in receipt of funding, make good progress in their learning and development and are well prepared for their eventual move to school.

Setting details

Unique reference number	EY477194
Local authority	Sandwell
Inspection number	975528
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Little Legend Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	0121 5055950

Little Legend Pre-School was registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday from 8.45am until 11.45am and from 1pm until 4pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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