

# Little Pickles Pre School

Branston C of E Infant School, Beech Road, Branston, LINCOLN, LN4 1PR



## Inspection date

20 April 2016

Previous inspection date

9 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 quality of teaching is very good and some is outstanding. The well qualified and experienced staff have a superb knowledge of how children develop. They recognise that children like to learn in different ways and fully involve them in the planning of activities. Children are exceptionally keen and motivated learners.
- Children enthusiastically explore the remarkable indoor and outdoor learning environments. A wealth of stimulating, natural resources and experiences, such as watching tadpoles grow, and cutting up onions ignite the children's curiosity. Staff innovatively help children to develop an understanding of growth and how things change over time.
- Successful relationships with parents help children to feel safe and secure within the pre-school environment. Parents and extended family are fully involved in their children's learning. They actively contribute information about their children's achievements at home. This improves the progression children make.
- The staff's assessments of children's achievements are accurate. The manager has implemented effective methods of monitoring the progress children make. This helps to ensure any gaps in groups of children or individual children's learning are narrowing.
- Staff are very good role models. Children behave very well and know exactly what staff expect of them. Older children self-assuredly use the pre-school's large egg timers to help them take turns and share toys with their friends.

### It is not yet outstanding because:

- Occasionally, some staff miss opportunities to model effective thinking skills to help children, individually or in a group situation, identify solutions to problems that occur.

## What the setting needs to do to improve further

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

- improve how staff model effective thinking skills to extend the children's ability to identify their own solutions to the problems that occur and increase the potential for them to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on the children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager of the pre-school.
- The inspector spoke to the nominated person, staff, children, the adjoining infant school headteacher and the local authority early years advisor at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability of staff, the committee members and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

The new manager, committee members, and staff work exceptionally well together. They have successfully addressed the action and recommendations given at their last inspection. The manager and staff have worked in very close partnership with the local authority early years advisor. This, as well as their ambitious drive and determination, has helped them to bring about significant improvements to the pre-school provision. The views of children, parents, staff, and committee members are actively sought. These views are used effectively to contribute to the well-focused improvement plans. Arrangements for safeguarding are effective. The committee and all staff are highly trained in identifying children who may be at risk of abuse. They fully understand the procedures to follow should they have concerns about a child's welfare. The professional development of staff positively impacts on improving children's learning, and well-being.

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

Staff ensure activities precisely match the children's current interests and their next steps in learning. They skilfully modify and add to the activities to offer children greater challenge and extend their learning experiences. Young children show an interest in others' play and are starting to form special friendships. Older children are confident talkers and are self-assured as they connect their own experiences to things that happen at pre-school. For example, upon correctly counting the number of aeroplanes in the sky, their topic of conversation turns to holidays and playing on the beach. A wealth of sensory and physical experiences, such as, sand, soil and water play promotes children's early writing skills exceptionally well. Older children confidently describe the features of their painted picture. Children hear and repeat mathematical words, such as under and higher in their play.

### Personal development, behaviour and welfare are good

Staff listen carefully to children as they tell them about their own thoughts and ideas. Pirate role play, dinosaur lands, and fairy gardens stem from the children's imaginations. Staff help children think creatively which helps them to implement their own ideas. For example, children eagerly add water to the mud to make a dinosaur swamp. Fun physical activities, such as manipulating play dough in time to music and using ribbons to create patterns with their whole bodies gives children clear messages about why exercise is important to keep them fit and healthy. Children, as they pretend to cook, use the oven gloves and state the plate is hot. This shows they are gaining an understanding of how to keep themselves safe.

### Outcomes for children are good

All children, including those who receive additional funding, make good progress given their starting points. Each week, children choose a different book to read with their parents at home. This contributes to the children's understanding of words and letters, which helps to develop their early reading skills well. Successful partnerships with the schools children move on to are in place. This helps staff to prepare children well emotionally for when they are ready to move on to their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY412631
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1032590
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Branston Pre-School Centre Committee
<b>Date of previous inspection</b>	9 November 2015
<b>Telephone number</b>	01522 791 907

Little Pickles Pre School was registered in 2010. It is committee run and employs 10 members of childcare staff. Of these, one holds a degree in educational studies, one holds an early years foundation degree; seven hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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