

# Little Owl Pre-School Ltd

Baptist Church, Main Street, Woodhouse Eaves, Loughborough, Leicestershire, LE12 8RZ



## Inspection date

Previous inspection date

10 May 2016

15 May 2015

| The quality and standards of the early years provision | This inspection:     | Good                 | 2 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Requires Improvement | 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

- Staff have a good knowledge and understanding of how children learn. They provide a wide range of interesting experiences and resources that children explore and play with, with interest.
- Children are settled and happy at the pre-school. They have good relationships with the staff and are keen to take part in activities where adults are working.
- Children become confident communicators. Staff skilfully model language and introduce new words to children. They encourage children to use words alongside gestures to make their needs known.
- Staff accurately assess children's development. They plan effectively for children's learning. Children make good progress.

### It is not yet outstanding because:

- The management committee does not yet monitor the manager's work or make sure she has development targets to meet her professional needs and the needs of the pre-school.
- Managers do not use what they know about the progress different groups of children make effectively enough. They know which groups are at risk. However, they do not check to make sure their work is successfully helping these children make rapid progress.

## What the setting needs to do to improve further

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

- provide the manager with opportunities to have one to one meetings with a representative of the management committee to discuss her professional development, any sensitive matters and set performance targets
- make more regular use of the information held about the progress of different groups of children to check that the planned, targeted work is having enough impact on children so that they make more rapid progress where needed.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and the chair of the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision, and a range of other documentation, including policies and procedures.

### Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have established a good routine of monitoring staff practice and children's progress. Staff receive prompt feedback on their work. Development opportunities, with a focus on teaching and learning, are planned when staff have their one-to-one meetings with the manager. Improved teaching is helping children to make good progress. Parents receive regular information about their child and they contribute to children's learning journeys. Safeguarding is effective. Staff have a secure understanding of the policy and procedure that underpins their practice. They can confidently discuss what might cause them to be concerned about a child's welfare or a colleague's behaviour. Government funding, such as the Early Years Pupil Premium, is used thoughtfully to effectively support the development of the children receiving it by increasing staffing levels in sessions. This also benefits the wider pre-school family.

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

Children are cared for in a well-planned and interesting learning environment. Staff make good use of children's interests to adapt the learning experiences they offer. Children expressed an interest in emergency vehicles, such as fire engines and police cars. Staff provided these at the next session. Children were immediately interested in the vehicles. Throughout the session staff used them well to initiate discussion and introduce new words, such as rescue. Children learned about length and height when experimenting with the extending ladders on the fire engines, and staff encouraged them to record what they had learned on the clipboards provided. Planned, adult led activities support children to develop and use a wide range of skills. Children planned, discussed and thought about their current animal topic, and remembered their experiences with visiting exotic creatures, such as salamanders while they created artwork.

### Personal development, behaviour and welfare are good

Children behave well and learn from the staff who are good role models. Children are confident and they are well-supported by staff to become increasingly independent. Children understand and follow the pre-school routines well. Pre-school sessions provide children with opportunities to be physically active and eat healthily. Younger children are learning to share and are well supported to take turns when playing games or singing songs. Older children have a well-developed sense of care and consideration for others. They take care when riding in cars down a slope and shout to others to be careful and keep out of the way.

### Outcomes for children are good

Children are independent, confident learners. They are developing a sound understanding of a range of mathematical language and concepts, such as measuring and counting. Older children recognise their name and children of all ages use a range of tools to draw, paint and write with increasing control. Children are very well supported through a series of visits and activities when they are getting ready to transfer to school. Parents appreciate the opportunities the pre-school offers children to practise skills such as dressing for physical education.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 226316  |
| <b>Local authority</b>             | Leicestershire  |
| <b>Inspection number</b>           | 1035408   |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 30  |
| <b>Number of children on roll</b>  | 37  |
| <b>Name of provider</b>            | Little Owl Pre School Limited   |
| <b>Date of previous inspection</b> | 15 May 2015   |
| <b>Telephone number</b>            | 01509 890195  |

Little Owl Pre-School was registered in 1990. It opens from 9am until 12 noon, Monday to Friday during term-time only. They also offer a lunch club from 12 noon until 1pm, Monday to Wednesday during term time. There are six members of staff, four of whom hold appropriate early years qualifications. The deputy manager has Qualified Teacher Status. The setting provides funded early education for two-, three- and four-year-old children.

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