

# Little Squirts Pre School

The Old School, Dunstable Road, Bedford, Beds, MK45 1hn, MK45 1HN



<b>Inspection date</b>	21 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not continually use the information gained from observation and assessments to plan meaningful and challenging learning experiences for individual children. Children are not consistently motivated to engage in purposeful play and are not effectively supported to make the best possible progress.
- Staff supervision arrangements are in their infancy. The management team does not effectively monitor the quality of staff's teaching to ensure that all children are supported to make consistently good progress in the learning.
- Children who learn best outdoors are not always provided with activities and resources that provide sufficient challenge to promote their interest and enjoyment.

### It has the following strengths

- Children demonstrate that they feel safe and secure within the pre-school and build strong bonds with staff.
- Children confidently make independent choices when playing freely, selecting from a range of appropriate toys and resources.
- Parent speak well of the staff team. They state that staff support their children during times of change, such as when they join the pre-school. Parents comment that their children are making good friendships. They believe that children are making progress especially with their speech and language skills.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that information from observations and assessments are used consistently and effectively to plan purposeful and challenging activities that are precisely matched to the children's individual learning needs so that they make the best possible progress	23/01/2017
■ ensure the arrangements to monitor staff are fully effective, in order to improve the overall quality of teaching and consistently coach and support staff to improve their individual effectiveness.	23/01/2017

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

- enable children who learn best outside, to play, explore and engage in activities that capture their interest and provide challenge and enjoyment.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection and spent time interacting with the children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held meetings with the provider and pre-school administrator.
- The inspector reviewed children's records, planning documentation, and a range of other documentation, including policies and procedures and those relating to staff suitability.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

## Inspector

Andrea Price

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of possible abuse and how to report any concerns regarding a child's welfare. Effective vetting and recruitment procedures are in place. The management team has recently introduced staff supervision meetings to monitor staff performance. However, this does not effectively evaluate the quality of staff's teaching to identify where there are weaknesses in practice. Staff undertake additional training to enhance their knowledge and skills. That said, this is not always observed in practice. The provider demonstrates an ability to continue to improve. She has developed some plans with the staff team and local authority to evaluate the provision. Some weaknesses have been identified and plans put in place to drive forward further improvements.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable and lacks focus to support children to make the best progress. Staff do not always use observations and assessments to plan purposeful activities to motivate children to learn or offer them appropriate levels of challenge. This leads to children often occupying themselves, which sometimes leads to minor disagreements. Children's communication skills are developing well. They question staff, seek help when required and talk confidently with visitors. Staff understand the importance of working collaboratively with others, such as parents, other providers and agencies to complement children's learning and development.

### **Personal development, behaviour and welfare require improvement**

Children enter the pre-school happily. Staff welcome the children and their families warmly. Staff encourage parents to share relevant information, ensuring that children's care needs are updated. All parents spoken to understand who their child's key person is and state that they have regular opportunities to talk with them. Children behave well and display adequate cooperative skills when playing with friends. Staff are positive role models and they effectively manage children's behaviour. Children have regular access to the outdoors and enjoy being physically active. However, children who learn best outside are not adequately supported to follow their own interests and build upon what they know and can do.

### **Outcomes for children require improvement**

Most children make reasonable progress in their learning and development as they develop the basic skills for future learning. However, staff do not always plan purposeful activities to effectively support and challenge children to fully extend their learning. That said, children generally enjoy their time at pre-school and are developing some skills needed for school. Older children know how to take turns and share resources. Staff understand how to support children to become independent. Older children enjoy taking on age-appropriate tasks, such as helping to sweep floors and understand this is to prevent their friend from slipping on the sand.

## Setting details

<b>Unique reference number</b>	EY484457
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1002360
<b>Type of provision</b>	Full-time 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>	31
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little Squirts Pre School Ltd
<b>Registered person unique reference number</b>	RP908142
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07734044318

Little Squirts Pre School was registered in 2015. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens all year round from 8am to 6pm, Monday to Friday, except for bank holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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