

Little Chicks Pre-School

SHAWBIRCH COMMUNITY CENTRE, Oakfield Road, Telford, TF5 0LT



Inspection date	10 October 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

- The manager and staff know the children very well. Staff plan a wide range of interesting and challenging play opportunities and activities, to support children's next steps in learning. All children make good progress from their starting points.
- Staff place a strong emphasis on supporting children to develop language and communication skills. They help children to practise making different mouth movements and encourage them to repeat words back to them. This helps children to develop speech and supports children who are learning to speak English as an additional language.
- A well established key-person system helps children develop close bonds and secure attachments with staff. Children show they are emotionally secure and settle quickly into the calm, learning environment.
- Staff are very kind and caring towards the children and have an in-depth knowledge of each child's needs. They work together closely with parents to make sure every child settles in quickly and is safe and happy at pre-school.
- The manager and staff work effectively to help ensure that all aspects of the provision meet the needs of the children. They identify the strengths and weaknesses accurately and focus on improving the outcomes for children and parents.

It is not yet outstanding because:

- Opportunities to embrace parents involvement in the setting and in their child's learning are not fully embedded.
- Staff do not make the most of opportunities to share and use other languages spoken by children within the setting so that all children hear and use a range of languages and begin to recognise the skills needed to speak more than one.

What the setting needs to do to improve further

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

- increase opportunities for parents to be involved, and share, in children's learning and development both in the setting and at home with their child
- increase opportunities for children to hear and learn other languages spoken by their friends.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager/provider. 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 small selection of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good awareness of the possible signs of abuse and know the procedure to follow should they be concerned about a child's welfare. Safety is given high priority and staff complete daily safety checks and risk assessments to ensure the environments are safe for children to use. Recruitment, induction and ongoing suitability checks are securely embedded and help to ensure that all staff are suitable. The manager continually monitors the quality of staff practice and children's progress. This encourages staff to develop their skills. For example, staff attend regular training and receive ongoing individual support. Some staff are studying to achieve higher-level qualifications.

Quality of teaching, learning and assessment is good

The manager and staff are well qualified and demonstrate a secure understanding of the early years foundation stage. They demonstrate good teaching skills and consistently promote children's ongoing learning and progress. Staff get to know children well through regular observations and assessments of their development. They plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas. Children express themselves creatively through a variety of activities and media. For example, they enjoy the sensory experience of manipulating dough with their hands forming it into a variety of balls and snakes. Staff make effective use of props during activities in the listening area to promote and develop children's problem-solving and communication skills.

Personal development, behaviour and welfare are good

Staff have kind and caring relationships with the children. During a flexible settling-in period staff get to know the parents and gather information about their child's individual care needs. Parents and children develop a real sense of belonging within the pre-school. Parents comment on how welcome and supported they feel. Children benefit from stimulating and well-planned indoor and outdoor learning environments. They have the freedom to choose where they want to play, which supports those children who prefer to learn outdoors. Staff encourage a healthy lifestyle and healthy eating well. Children follow good hygiene routines, enjoy healthy snacks and plant vegetables in the pre-school garden. Staff manage behaviour well. They gently and consistently reinforce the boundaries and children know what is expected of them.

Outcomes for children are good

All children make good progress in relation to their starting points, including those who receive funding. Children display good levels of independence as they find their own name and quickly settle into self-chosen activities on arrival. They develop good social skills and work well together as part of a team. These key skills prepare children well for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY479020
Local authority	Telford & Wrekin
Inspection number	988398
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	46
Number of children on roll	34
Name of registered person	Little Chicks Pre-School Limited
Registered person unique reference number	RP905770
Date of previous inspection	Not applicable
Telephone number	01952248538

Little Chicks Pre-School registered in 2014. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications; one at level 6, one at level 4 and three at level 3. One member of staff also holds early years professional status. The pre-school opens from Monday to Friday during school term times. 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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