

# Little Saints Pre-School

Weeting Primary School, Weeting, BRANDON, Suffolk, IP27 0QQ



## Inspection date

10 November 2016

Previous inspection date

25 March 2013

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

- Management and staff have addressed the actions set at the last inspection, to bring about improvement. For example, they have reviewed how they identify and plan for the next steps in children's learning, to support them to make the best possible progress from their starting points.
- Partnerships with parents are friendly and trusting. Staff are committed to working together with them, and encourage them to remain actively involved in their children's learning, both in the pre-school and at home.
- Children are supported well to engage in purposeful play. Staff plan and provide a varied range of activities that are rooted in children's interests.
- The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development.
- Strong partnerships have been established with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

### It is not yet outstanding because:

- Staff sometimes overlook opportunities to further promote children's developing thinking skills. They tend to ask questions but then move on before children have had time to express their own responses.
- Sometimes, staff do not make the best use of opportunities to help promote children's interest in books and their early reading skills.
- Management is yet to fully implement the systems they have identified to evaluate the attainment levels of different groups of children, so that steps can be taken to close any identified gaps in progress.

## What the setting needs to do to improve further

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

- focus more closely on consistently supporting children's developing critical thinking and problem-solving skills
- build on the opportunities children have to develop their interest in books and practise their early reading skills
- initiate the newly developed procedures for monitoring the learning and development of different groups of children, so that any gaps can be identified and managed at the earliest opportunity.

### 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the provider and the pre-school manager.
- The inspector looked at relevant documentation, such as the self-evaluation form for the pre-school, the action plan for improvement and evidence of the suitability of staff.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff demonstrate a strong commitment to continuous improvement. They are enthusiastic and motivated. Reflective practice is embedded into the self-evaluation process. Staff reflect on activities and their daily practice. An action plan for improvement is in place that is challenging but achievable, in order to bring out continuous improvement to the quality of care, teaching and learning. Staff professional development is supported. They are enthusiastic about attending training, to further increase their knowledge and skills. A system of regular supervision is in place, to provide an effective programme of mentoring and foster a culture of mutual support. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns.

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

Staff deliver an interesting and varied range of activities, both indoors and outside, to support all areas of learning. Staff know the children well and talk confidently about where individual children are in their learning and development. They pay good attention to identifying and planning for children's individual learning needs, including children who have special educational needs. Inclusion is promoted well. Staff support children's communication skills, including those who speak English as an additional language. They engage individual children in conversation and reinforce their developing vocabulary. For example, when playing with coloured sand, staff talk to children about the texture and then encourage them to explore how different it feels once water is added.

### Personal development, behaviour and welfare are good

Children are happy and settled in this warm and welcoming pre-school. They develop secure emotional attachments to their key person and other staff, readily going to them for a chat and for support with activities. Those who do not separate readily from their main carer are supported sensitively by staff. Staff are caring towards the children. They know about children's home lives and talk to them about their families, enhancing their sense of belonging. Children play well together. They initiate interactions with each other, cooperating as they play on equipment requiring them to work together to move it. Staff are calm and gentle as they remind children of the consistent rules. Children are encouraged to develop a positive sense of themselves and embrace their similarities and differences. They develop positive attitudes to each other.

### Outcomes for children are good

Records demonstrate that individual children make good progress from their starting points. They develop the key skills needed for school. Children manage their own personal hygiene, relevant to their age and ability, and staff help them to learn how to put on their own coat before going outdoors. Children enjoy stories, sitting together in a large group to listen to their favourite ones. Staff support children's developing mathematical knowledge, using everyday play and routine times to encourage children to count.

## Setting details

<b>Unique reference number</b>	EY447801
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1052792
<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>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Weeting Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP517366
<b>Date of previous inspection</b>	25 March 2013
<b>Telephone number</b>	07927 690968

Little Saints Pre-School was established in 1977 and re-registered in 2012. There are six member of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am to 3pm Monday to Thursday and from 9am to midday on Friday. The pre-school provides funded early education for three- and four-year-old children. It supports children who have special educational needs and children who speak English as an additional language.

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