

Littleton Minors

Huntington Community Centre, Stafford Road, Huntington, Cannock, WS12 4PD



Inspection date	17 January 2017
Previous inspection date	1 May 2013

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

- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination, and develop strong relationships with practitioners and each other. Children make good progress from their different starting points, including those who have special educational needs and disabilities.
- Children's behaviour is very good. Staff gently remind children of appropriate rules and boundaries as they play, providing explanations to help them understand why rules are in place.
- Staff work in close partnership with parents. They discuss assessments of children's learning and development on a regular basis. Staff provide ideas and information about what parents can do at home and actively encourage them to be involved with the setting as a whole.
- The long-standing staff team is passionate about providing good quality care and learning for children. The quality of teaching is consistently good. Staff know each child's individual needs and provide them with learning experiences that help them to develop.

It is not yet outstanding because:

- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough to inform a more-rigorous analysis of the impact of teaching and intervention for different groups of children.
- Children are not provided with enough opportunities to practise writing for a variety of different purposes.

What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more-rigorous analysis of the impact of teaching and intervention for different groups of children
- enhance opportunities for children to write for a variety of different purposes.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school's assistant manager.
- The inspector held meetings with the pre-school's manager, the assistant manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse. They know what action to take if they have concerns about children's safety or welfare. Staff complete regular child protection training to help them stay up to date. The manager reflects on practice and gathers feedback from the committee, staff, parents and children. This enables her to effectively review the environment and practice, in order to help improve experiences for children. The manager works closely with her staff team and monitors their performance effectively to support identification of future training needs. This allows them to continually raise the quality of teaching. Staff work closely with local schools. The Reception teachers are invited to visit the pre-school to get to know the children and help the staff to prepare them for school.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about what children know and can do at the start of their time in the group. They make regular observations and assessments of children's learning and use this to help them carefully plan the next steps in their learning. Children embrace the interesting range of experiences on offer and revel in staff's regular praise for their achievements. Staff skilfully question children, extending their vocabulary and encouraging children to think and work out problems for themselves. Staff have high expectations of children. Children are excited to learn and confidently make independent choices in their play. They use their imaginations well. Early mathematical development is effectively promoted. Children learn to count objects and match the number counted to the corresponding numeral.

Personal development, behaviour and welfare are good

Children are greeted warmly by the staff and they are made to feel welcome. They follow familiar routines and learn to do things for themselves. For example, they put on their own coats and pour their own drinks at meal and snack times. Children's social and emotional needs are extremely well met by staff. Relationships between staff and children are strong. Staff support children to adopt a healthy lifestyle. They encourage healthy eating, good oral health and support children to be physically active both inside and outdoors. Children gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and languages.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Those children who have special educational needs and disabilities receive a good range of support to help them quickly catch up with their peers development. Children engage in spontaneous, enjoyable activities. They join together to play with magnetic construction toys, take turns to add pieces and learn to work together. Children gain the essential skills that they need in readiness for school.

Setting details

Unique reference number	EY456785
Local authority	Staffordshire
Inspection number	1074512
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	27
Name of registered person	Moorhill Pre-School and Fun Club Committee
Registered person unique reference number	RP518237
Date of previous inspection	1 May 2013
Telephone number	07852703670

Littleton Minors was registered in 2012. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two who hold level 6 qualifications. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.30am until 3.15pm offering flexible session times to meet the needs of children and families. The pre-school provides funded early education for two-, three- and four-year-old children.

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