

Little Scholars

Hugo Drive, Abbey Meads, Swindon, Wiltshire, SN25 4GY



Inspection date	7 February 2017
Previous inspection date	23 June 2014

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

- Leaders establish strong links with the host school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to meet children's needs. All children make good progress in their learning from their initial starting points.
- Leaders and staff have a good understanding of how children learn. Staff make regular observations and assessments of children's achievements and monitor individual children's learning well. They use this information to plan for children's future development.
- Staff have very good relationships with parents, who regularly provide information about what children do at home and their interests. Staff use this information well to help plan for children's future learning.
- Children behave well and staff are good role models. For example, they help children understand how to take turns, share and be kind and courteous to others through having clear expectations and boundaries.

It is not yet outstanding because:

- Leaders do not use all the information available to precisely monitor the progress of groups of children to target teaching and ensure any gaps in learning are closing.
- Staff are not helped to develop some areas of their expertise to improve children's outcomes even further.

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 to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children
- support staff to develop their expertise in helping improve children's play experiences to aid their learning even further.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leaders and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation documents, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. They keep their knowledge up to date through training. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. Effective risk assessments support staff well to provide a safe environment. Leaders and staff use ideas from independent research to keep their skills updated. This has a clear impact on children's learning outcomes. For example, staff have used their new knowledge well to support children to develop good independence skills. Leaders and staff use effective systems to evaluate the quality of the provision. For example, since the last inspection, they have increased opportunities to challenge children's learning outdoors.

Quality of teaching, learning and assessment is good

Staff place a clear focus on supporting children's mathematical skills. For example, they engage children in interesting activities using pipettes to fill containers with liquids. Staff encourage children to count the number of squeezes needed to fill containers and understand about capacity. They help children develop a good understanding of weight, such as using balance scales to understand the concepts of heavier and lighter. Staff help children develop good communication skills. For example, they use effective questioning with children to help them express their thoughts and ideas.

Personal development, behaviour and welfare are good

Staff help children develop high levels of confidence and self-esteem. They support children to take pride in their achievements. For example, staff celebrate children's successes with individual and team reward cards and certificates. Children have good opportunities to be outdoors on a daily basis and practise their physical skills. Staff support children to develop a good understanding of the routines in the setting. For example, they give children warning that their playtime is going to end so they are ready to take a full and active part in tidying up their toys. Children develop a positive awareness of similarities and differences between themselves and other people. They celebrate a wide range of cultural festivals.

Outcomes for children are good

Children develop good skills to support them in their future learning and the move to school. They are confident and motivated learners who concentrate and listen attentively to staff during adult-led activities. Children develop their early literacy skills well. For example, they confidently attempt to write letter shapes and record their findings from activities. They develop a good awareness of rhyme and alliteration in language.

Setting details

Unique reference number	511114
Local authority	Swindon
Inspection number	1068596
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	22
Number of children on roll	43
Name of registered person	Pauline Webster
Registered person unique reference number	RP513099
Date of previous inspection	23 June 2014
Telephone number	07971510820

Little Scholars registered in 1998. It is run by a private provider. The pre-school operates from a room within Abbey Meads Community Primary School in Swindon, Wiltshire. It is open on weekdays for 38 weeks each year. Sessions are from 9am until 11.30am and from midday until 2.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are five members of staff who work with the children. Of these, two hold an early years qualification at level 3, and a further two hold a qualification at level 2.

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