

Little Miracles Preschool

Bridge Chapel Centre, Heath Road, LIVERPOOL, L19 4XR



Inspection date	15 March 2017
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 provider, managers and staff build a happy and welcoming atmosphere in which children thrive. They are fully committed to promoting equality. They accurately assess children's development. They act swiftly to put individual plans in place to help each child optimise their learning opportunities.
- Staff make activities fun and relevant to children. They incorporate children's favourite books and characters in play and use a range of good teaching techniques.
- Children are active and inquisitive. They make full use of the well organised, wide range of good quality resources, both inside and outside. They play with great confidence, imagination and cooperation. They have warm relationships with staff and other children.
- Staff have a good understanding of how children learn. They regularly observe children and get to know them well. They are good role models for children. They enjoy teaching and helping children to learn and develop.
- Parents think highly of the pre-school. They find the staff friendly and value the broad range of activities they plan for their children. They comment on the positive culture generated in the setting.
- The provider successfully develops a culture of reflection and continuous improvement. They use their good links with the local authority and other professionals to help evaluate and review their practice.

It is not yet outstanding because:

- The provider does not fully involve parents in the assessments of their children's learning, particularly when they first start.

What the setting needs to do to improve further

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

- involve parents more in assessments of children's learning to help gain a broader and more consistent picture of children's achievements.

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 and children during the inspection.
- The inspector completed a joint observation with the pre-school provider who is also a manager.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of safeguarding issues. Safe recruitment procedures are followed. A clear record is held to demonstrate the comprehensive checks undertaken on staff. Staff performance procedures are effective and supportive. Staff work well as a team and have a good understanding of their role. They regularly attend training events to enhance their knowledge and skills. They are supported by highly motivated and well-qualified managers. Self-evaluation is an integral part of the provision. The progress of individual and groups of children is closely monitored. The information gained is used well to help staff respond rapidly to any emerging trends and to improve outcomes for children. Managers ensure that all children's needs, including those who have special educational needs and/or disabilities are fully assessed and supported. Staff implement individual plans for children, including those who speak English as an additional language. They work well with other professionals to help plan for consistency in each child's care and education.

Quality of teaching, learning and assessment is good

Children are developing good physical, personal and communication skills. Staff skilfully use signs and actions to help include all children. Children eagerly share their ideas. Staff read with expression, bringing stories to life and captivating children. Children press, pull and roll dough into shapes. Staff talk to them as they play and extend their understanding of shape and size. Staff teach well. Children learn about positions in action songs and staff remind them how their arms need to go up before coming down. Staff encourage children to think. They ask children how they can stop pieces of fruit falling off a fruit kebab they are making. Children are motivated. They carefully fill pots with water and carry them to newly planted seeds. They learn about plants in stories and discussions with staff and are keen to show their knowledge.

Personal development, behaviour and welfare are good

Children have good opportunities to play with children of different ages. They understand how they each learn in different ways and at different times. They learn about different cultures in planned activities. Children play cooperatively, safely and behave well. They negotiate space well, especially when playing energetically outdoors. Children demonstrate a healthy attitude to being active as they run, climb, ride and balance. Staff supervise sensitively to give them good opportunities to develop their skills and confidence in their own abilities. Staff talk to children about the benefits of good hygiene and healthy eating. They encourage children to do as much as possible for themselves. Children demonstrate good levels of independence as they play, dress and wash their hands.

Outcomes for children are good

Children make good progress in their learning given their individual starting points. Children relish trying new things and testing their skills. They have good levels of self-esteem and are curious and confident. These are good traits for effective learning. Children are well equipped and prepared for their eventual move to school.

Setting details

Unique reference number	EY493910
Local authority	Liverpool
Inspection number	1025461
Type of provision	Full-time 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	24
Number of children on roll	45
Name of registered person	Jennifer Ruth Burgess
Registered person unique reference number	RP516582
Date of previous inspection	Not applicable
Telephone number	07900243304

Little Miracles Preschool was registered in 2015. The pre-school employs eight members of childcare staff. Of these, one holds early years professional status, three hold qualified teacher status and three hold appropriate early years qualifications at levels 5 or 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

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