

# Little U Pre-School

96 Old Dickens Heath Road, Shirley, Solihull, West Midlands, B90 1SD



## Inspection date

8 May 2017

Previous inspection date

8 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 thoroughly enjoy their time in this warm and welcoming pre-school. Staff place a strong focus on supporting children's social and emotional skills. Children behave well. They learn to use good manners, share resources fairly and take turns.
- Staff provide plenty of reassurance, praise and encouragement to children. This helps children to develop confidence in their abilities and raises their self-esteem.
- Staff provide a varied range of activities to support all aspects of children's learning and development. Children make good progress from their starting points.
- Partnerships with parents are highly effective. Staff keep parents well informed about all aspects of their child's care and learning. Parents are very complimentary about the pre-school and comment that the staff are brilliant, fantastic and really supportive.
- Staff place a great emphasis on promoting children's speaking and listening skills. They sensitively interact with and question children throughout the session.
- Leaders consider the views of staff, children and parents to evaluate and reflect on the service provided. This information is used to drive improvements and further improve outcomes for children.

### It is not yet outstanding because:

- Staff do not always fully challenge the older or most-able children.
- Although leaders monitor individual children's learning well, they have not yet established effective systems to monitor the progress of different groups of children.

## What the setting needs to do to improve further

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

- provide more challenge for the most able or older children and increase the potential for them to achieve rapid progress in their learning
- develop more effective systems for assessing and monitoring the learning of different groups of children, to identify any gaps in learning at a faster rate and help children achieve at the highest level.

### 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 checked a range of documentation, including safeguarding procedures and evidence of staff suitability and qualifications.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector took into account the views of parents spoken to on the day of inspection.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership is strong and effective. A range of policies and procedures underpins the good practice. All staff are qualified and have a wealth of experience. Managers focus on raising the quality of teaching even further. For example, they conduct routine supervision meetings with staff and provide regular training opportunities. Partnerships with schools and other professionals contribute to providing continuity of care for children and their families. Safeguarding is effective. Staff fully understand the process to follow should they have any concerns about a child's welfare.

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

Staff use observations and assessments of children's learning effectively. They have a good understanding of what children know and can do and what they need to learn next. They use this information well to plan activities based on children's individual needs and interests. Staff support children to play imaginatively. For example, they provide resources and children enthusiastically put on dressing-up clothes and play with dolls. They model simple mathematical language and encourage children to count during everyday activities. Staff enhance children's language and communication skills as they join them to sing favourite songs and rhymes. They plan group and circle time sessions to encourage children to speak to staff and each other. More confident children enjoy standing up and talking to the whole group about their home life.

### Personal development, behaviour and welfare are good

Children are very settled, happy and eager to learn in this nurturing pre-school. The small staff team gets to know children and their families well. Healthy lifestyles are promoted well. Children benefit from nutritious meals, snacks and drinks. For much of the session children can access the outdoor area freely. This means they get plenty of fresh air and exercise. Staff provide many opportunities for children to develop their small- and large-muscle skills. For example, children manipulate dough, complete jigsaws and negotiate space with ride-on wheeled toys. Staff work well with local schools when the time comes for children to move on. Teachers are invited to visit children in the pre-school and staff share valuable information to ensure children have a smooth transition.

### Outcomes for children are good

Children become confident, curious and independent learners. They develop good social skills. For example, they willingly help to tidy toys away and are kind to their friends. Early writing skills are emerging as younger children make marks with pens and brushes and older children learn to write their names. Children are beginning to sort, match and count. Older children have a wide vocabulary and initiate or join in conversations with confidence. Children gain all of the essential skills to help prepare them for the next stage of their education.

## Setting details

<b>Unique reference number</b>	EY346373
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1092948
<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 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Nicola Michelle Brown
<b>Registered person unique reference number</b>	RP514938
<b>Date of previous inspection</b>	8 June 2015
<b>Telephone number</b>	07704 195695

Little U Pre-School registered in 2005. The pre-school opens Monday to Friday, term time only. It opens Monday to Wednesday from 9.45am until 12.45pm, with a breakfast session offered from 9am until 9.45am. Opening times on Thursday are 12.30pm until 3pm and on Friday are midday until 3pm. The pre-school employs four members of childcare staff, all of whom are qualified at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

