

# Little Raindrops

Little Raindrops Pre-School, Chapple Drive, HAVERHILL, Suffolk, CB9 0DU



## Inspection date

7 June 2017

Previous inspection date

16 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

- Staff make very good use of their relationships with parents to learn about children's continuing progress at home.
- Children enjoy using larger equipment outside and the opportunity to develop a wide range of physical and critical-thinking skills.
- Staff know how to plan and provide children with activities to extend their imagination and engage them in creative play and learning.
- Ongoing training for staff is planned around the learning needs of children. For example, recent speech and language training has increased staff confidence. Their new skills help them to identify children's stage of development and provide early support to improve a strong language foundation and support future learning.
- The manager, staff and committee listen to parents and children when reflecting on and developing practice.

### It is not yet outstanding because:

- Some staff do not always make the most effective use of assessment for learning to focus precisely on what children need to do next.
- Recent changes to tracking systems do not fully support staff to help all children make the best possible progress.

## What the setting needs to do to improve further

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

- refine even further the assessment processes to ensure that children's identified next steps for learning are consistently secure across the staff team
- review the monitoring and tracking of learning to support staff in ensuring all children make the very best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector also discussed with the manager how they reflect on their practice.
- The inspector took account of the views of parents through discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures staff have a good understanding of how to manage and minimise risks for children without restricting opportunities for their play and development. Safeguarding and child protection policies and procedures, including safer recruitment, are implemented consistently to protect children from unsuitable adults. All staff are alert to discrimination, such as the indicators that children are at risk of being exposed to extreme ideas about right and wrong. Children are encouraged to explore each other's similarities and differences, helping them to learn about being tolerant of others. Staff work closely with parents and other agencies to support children and families, and overall children make good progress.

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

Staff reshape ideas as they give children explanations that build on their existing learning. A broad and varied range of activities excites children's ideas, encouraging them to investigate and make discoveries for themselves. Children thoroughly enjoy observing life cycles of various creatures, including amphibians and birds. Children learn that tadpoles eventually grow legs and become frogs, while chicks hatch from eggs and have fluffy feathers. Children use their developing mathematical language as they count how many eggs have hatched and how many are left. Staff enhance children's vocabulary, skilfully questioning and listening sensitively to their replies. Parents contribute to initial assessments of children's starting points on entry. Staff create learning journals that are shared with parents, helping them to be kept informed about the different skills their children acquire. Children become competent, independent learners.

### Personal development, behaviour and welfare are good

Staff have high expectations of consistently good behaviour. A well-established key-person system helps children form secure attachments and promotes their well-being and independence. Children gain an understanding of risk through activities that encourage them to explore their environment. They quickly learn to move safely and take care of their pre-school classroom and garden. Staff provide clear messages to children about why it is important to have a healthy diet and take part in regular exercise.

### Outcomes for children are good

Children acquire the skills they need for their eventual move on to school. This includes the ability to communicate clearly and manage tasks independently, and the confidence to make their needs known. Children become competent, independent learners as they make their own investigations through play.

## Setting details

<b>Unique reference number</b>	EY426802
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1094813
<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 - 11
<b>Total number of places</b>	27
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Little Raindrops
<b>Registered person unique reference number</b>	RP911097
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	07957747767

Little Raindrops re-registered in 2011. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications, including one staff with early years professional status and two who hold qualifications at level 6. The pre-school opens during term time from 8am until 6pm, Monday to Friday. A breakfast club runs from 8am until 9am, and an after-school club from 3.30pm to 6pm. There is also a holiday club in operation from 8am until 6pm, during school holidays. The pre-school staff provide funded early education for two-, three- and four-year-old children.

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