

Little Learners Pre-School

Silver Jubilee Hall, Brewers End, Takeley, BISHOP'S STORTFORD, Hertfordshire, CM22 6QJ



Inspection date

Previous inspection date

13 July 2017

27 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The system used by the provider for staff's professional development is not effective. It lacks rigour in tackling identified underperformance to improve teaching skills and raise the standard of staff practice.
- Information about children's progress and development is not always shared regularly and consistently with parents. This does not help them to support learning at home.
- Staff do not consistently gain detailed initial information from parents about children's capabilities and development in order to help them build on their early initial skills more precisely.

It has the following strengths

- Staff are welcoming to children and parents. Children enter the pre-school confidently and settle quickly. This demonstrates that they feel emotionally secure, which supports them to explore and investigate the environment.
- Overall, children make satisfactory, rather than consistently good progress. Staff provide some interesting activities that children enjoy and understand the benefits of outdoor play. Children enjoy spending time outside and learn how to take part in group games with their friends.
- Parents report that they are confident to approach staff. They are provided with regular information about their children's care. They describe a flexible settling-in period that helps to support their children's well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ ensure appropriate arrangements are put in place for the supervision of staff to monitor their personal effectiveness and identify their individual, ongoing training needs | 27/07/2017 |
| ■ ensure information relating to children's progress and development is shared regularly and consistently with parents. | 27/07/2017 |

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

- seek more detailed information from parents about children's learning and development on entry, to plan more precisely for their immediate learning needs.

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 provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views through feedback they provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for staff supervision are not effective. The provider has failed to rigorously identify weaknesses in staff practice. As a result, little action has been taken to tackle underperformance or improve staff knowledge, understanding and effectiveness. Staff complete an effective induction programme within their first week of employment. Prior to children starting, parents are provided with information about the pre-school's policies and procedures. Risk assessments are carried out and all identified safety measures are implemented in practice. Safeguarding is effective. Staff show their understanding of child protection procedures. They are aware of the possible signs of abuse and know that they must report their concerns to the provider, who is the pre-school's designated person for child protection. Staff are aware of children's personal needs, to help them to provide effective individual care. The provider seeks the views of parents and staff to help evaluate the provision and inform decisions about future improvements.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff are quick to identify learning opportunities. They capture children's attention as they read stories out loud, using a variety of voices for each character. Children show sustained interest and listen with fascination. However, other, less skilled staff do not successfully enable children to lead their own play. This results in children quickly losing interest in activities. Children are keen to take part in messy play. They copy more able children as they make marks and some recognisable letters in shaving foam. Overall, staff assessment and monitoring of children's progress provides a secure foundation for identifying their next stages in learning. However, staff do not consistently update parents about their children's development and individual progress, so that parents know how to support their children's learning at home.

Personal development, behaviour and welfare require improvement

Not all staff keep children interested in their play and learning, to increase their motivation to learn. Children understand why they need to wash their hands before they eat snacks. They demonstrate that they have developed positive relationships with staff who they occasionally turn to for support. Staff support children's ongoing health. They enjoy a range of fresh fruits at snack time. Staff support children to learn how to manage their behaviour, hold discussions with them and provide clear reminders. For example, when a child waves a toy near a member of staff's eyes, they respond positively when she explains that they need to be careful as they might hurt her.

Outcomes for children require improvement

Children are not making good progress due to inconsistencies in staff teaching. Overall, they are building satisfactory skills for the future. However, at times, they are not consistently motivated to learn. Some are keen to contribute to conversations. Children develop their coordination. They work out how to manoeuvre and then push along large rubber tyres during outdoor play opportunities.

Setting details

Unique reference number	EY305665
Local authority	Essex
Inspection number	1092306
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Little Learners Pre-School Partnership
Registered person unique reference number	RP525480
Date of previous inspection	27 April 2015
Telephone number	07947 023 866

Little Learners Pre-School registered in 2005. The provider employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Wednesday from 9am until 3pm, on a Thursday from 9am until 12.30pm, and on a Friday from 9am until 3pm, during term time only. The pre-school is in receipt of funding for the provision of free early education to three- and four-year-old children.

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