

Little Hoppers

St Philips Church Hall, Wadgate Road, Felixstowe, IP11 2LX



Inspection date

19 October 2017

Previous inspection date

21 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- Although the pre-school has made some progress since the last inspection, they have not made enough to provide consistent good-quality learning opportunities for all children. For example, staff do not fully support children to develop their own ideas. This means that children do not always make good progress in their learning.
- Self-evaluation is not effective enough to help the manager and staff identify all weaknesses in practice.
- Staff do not use appropriate language consistently to manage children's behaviour in a positive way.
- The manager does not provide effective support to new staff during their induction. This means they are not fully supported to understand the responsibilities of their role.
- At times, staff overlook opportunities to help children understand the benefits of following a healthy diet.

It has the following strengths

- Children have appropriate opportunities for daily exercise and fresh air, such as on walks locally or playing in the outdoor area. This helps to promote children's physical development and supports their well-being.
- Parents make positive comments about the quality of care staff provide. They say they feel involved in their children's learning and enjoy attending special events at the pre-school.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching across the whole staff team, ensuring all children have opportunities to initiate their own play, explore, investigate and develop their own ideas	17/11/2017
■ provide support to staff to ensure that they consistently manage children's behaviour appropriately	17/11/2017
■ ensure new staff receive induction training and appropriate support to help them be aware of the responsibilities of their role.	17/11/2017

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

- make better use of opportunities to support children's understanding of healthy eating
- use self-evaluation to accurately identify weaknesses in provision to improve the quality of teaching and raise the outcomes for children.

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 manager.
- The inspector held a meeting with the pre-school manager. They looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of parents views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff clearly understand the procedures to report concerns about children in their care and to deal with allegations. Staff are deployed well and ensure that children are supervised at all times. This contributes to keeping children safe. Overall, the manager has addressed the weaknesses raised at the previous inspection. However, self-evaluation is not yet sufficiently rigorous to ensure improvements across all areas. The manager monitors staff performance, informally through working alongside the staff and more formally through supervisions and annual appraisals, to identify training needs. However, clear induction processes have not been established to support new staff in their roles.

Quality of teaching, learning and assessment requires improvement

Children experience a mixture of good and weak teaching. Staff recognise that children learn through play. They make regular observations and assessments of children's development and generally support them appropriately so that they make some progress in their learning. Interventions are in place to support children who are not making the expected progress. However, staff do not provide sufficient opportunities for children to explore and investigate. This means that at times, children do not show high levels of engagement or involvement. In spite of these weaknesses, children enjoy their time at the pre-school and access a range of resources that covers all areas of learning. All children benefit from regular free-flow access to the well-resourced outdoor area. Children enjoy group times. They have opportunities to learn new songs while staff are on hand to model the actions.

Personal development, behaviour and welfare require improvement

Staff do not consistently manage children's behaviour in a positive way. This means children's well-being is not fully promoted. Despite this, staff know children well and generally share positive relationships with them. Children have opportunities to develop their independence. For example, they serve themselves snack and wash the cups and plates they have used. Staff ensure that children have plenty of opportunities to exercise. This supports children's understanding of healthy lifestyles. However, at times, staff do not support children to make healthy food choices effectively.

Outcomes for children require improvement

Most children appear to be working comfortably within the range of development typical for their age. However, weaknesses in the teaching mean that staff do not fully support all children to make good or better progress. Children enjoy their time at the pre-school. They are generally motivated to learn and develop some of the key skills needed for the next stage of their learning.

Setting details

Unique reference number	EY451655
Local authority	Suffolk
Inspection number	1086652
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	28
Number of children on roll	49
Name of registered person	Little Hoppers Pre-School Partnership
Registered person unique reference number	RP531864
Date of previous inspection	21 February 2017
Telephone number	01394670090

Little Hoppers registered in 2012. The pre-school employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and eight at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 4pm, except for Thursdays, when the setting is open until 6pm. A holiday club runs during the school holidays and is open from 8am until 6pm.

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