

# Little House Preschool

134 Brookway, Blackburn, Lancashire, BB2 4RE



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 12 January 2018 |
| Previous inspection date | 10 May 2017     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| 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 manager has a strong desire to improve and believes in providing the best for children who attend the pre-school. She leads a positive staff team that nurtures children in their care.
- Staff interact with children brilliantly while giving them the time and space to explore by themselves. Staff know children very well and the key-person system is effective.
- Staff ask good-quality questions to prompt children to think about a purpose in their play. Children are highly responsive to staff. They are talkative and staff consistently encourage their good communication and language skills.
- Children are well behaved and staff praise their good manners. Staff are alert to children's developmental needs with regard to cooperative play. They sensitively guide children to learn about the value of sharing and taking turns.
- The manager gets to know children and their families well. She has a good understanding of the needs of children that attend. Children make good progress from when they begin to attend.

### It is not yet outstanding because:

- Staff do not consistently use their excellent knowledge of individual children to precisely identify and prioritise what children need to learn next.
- Staff do not maximise opportunities to engage parents in their children's learning and provide ongoing support to promote children's learning at home.

## What the setting needs to do to improve further

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

- strengthen systems for identifying and prioritising children's next steps in learning and support children to make the best possible progress
- build on the methods used to engage parents in their children's learning and provide ideas for activities to carry out at home.

### Inspection activities

- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- 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 to some children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector jointly evaluated a teaching activity with the manager.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have good knowledge of what to do if they are concerned about the welfare of a child. They know about the signs of radicalisation and what to do if they are concerned about extremism. The manager monitors children's progress. She supports staff to work with parents and external agencies where necessary. The manager undertakes good self-evaluation and she has identified a number of targets that the pre-school is progressing towards. Staff benefit from advice from the local authority to develop the quality of provision. The manager supervises staff effectively. She monitors staff performance and guides staff to reflect on their practice. The manager encourages staff to undertake training and this has had a positive impact on the quality of their teaching.

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

Staff encourage children's curiosity and observations of the natural world. They follow children's interests and make the most of their fascinations to help them to learn and develop. For example, staff recognise children's interest about cobwebs and spiders' eggs and plan experiences to explore this. Staff are skilled in taking opportunities to enhance children's learning during their spontaneous play. For example, children transport water and sand to the chalkboard to explore how sand sticks to the board. Staff encourage children to test their own ideas and prompt them to think about why things happen. Staff use good strategies to help children develop their speaking skills. For example, staff respond to children clearly, so children can hear how to say words correctly.

### Personal development, behaviour and welfare are good

Children are motivated to do things for themselves, particularly at snack time. Older children enjoy the responsibility of serving fruit to their friends and others learn to pour milk and water. Staff know children well and help them to link their learning to their own real-life experiences. They talk to children about where milk comes from and remind them about their visit to the farm to watch the cows being milked. Staff empower children to be independent in self-care tasks. They offer gentle reminders to help children to remember routines to maintain their good health. Children enjoy physical exercise outdoors including riding, crawling and climbing.

### Outcomes for children are good

Children share very positive, strong relationships with staff. They are emotionally secure and quickly grow in confidence. Children are lively and happy in their play. They see staff as play partners and frequently seek them out to share in their fun. Children show high levels of engagement. They are interested and motivated by the experiences that are provided for them. Children are empowered by the freedom they have to combine a variety of resources and experiences indoors and outside. For example, children make dough cakes indoors and take them to the outdoor kitchen to enhance their imaginative role play. Children are well prepared for the next stage in their learning, including for school when the time comes.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 301698  |
| <b>Local authority</b>                           | Blackburn   |
| <b>Inspection number</b>                         | 1099391   |
| <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 - 4   |
| <b>Total number of places</b>                    | 15  |
| <b>Number of children on roll</b>                | 10  |
| <b>Name of registered person</b>                 | St Andrews Pre-School (Blackburn) Committee                                       |
| <b>Registered person unique reference number</b> | RP524692  |
| <b>Date of previous inspection</b>               | 10 May 2017   |
| <b>Telephone number</b>                          | 07525 270601  |

Little House Preschool registered in 2017 and operates from 9am until midday on weekdays during term times. The pre-school employs four members of staff, two of which have relevant early years qualifications at level 3. The pre-school provides funded early education for children aged two, three and four years old.

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