

# Little People Pre-School

Bourne Valley Youth Center, Northmere Road, Poole, BH12 4DY



<b>Inspection date</b>	26 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 enjoy their play. Staff have reviewed systems of planning activities to be more flexible to children's interests and motivate their learning. Children are active learners and make good progress from their starting points.
- Staff are caring and friendly, and support children's emotional well-being successfully. They actively promote inclusion and work closely with parents and other agencies involved in children's care, to understand and support those who have special educational needs (SEN) and medical needs very well.
- The manager encourages the professional development of staff effectively. For example, staff have completed training about how to support boys' development and have introduced more activities to support their interest and abilities with early writing skills.
- Staff work together well to support children's good behaviour. For instance, they discuss suitable management strategies to follow to help children learn right from wrong. Children use good manners and learn to respect the needs of others.

### It is not yet outstanding because:

- Although staff form positive relationships with parents and inform them of their children's daily activities, they do not share children's next steps of development as often as possible, to support their learning at home further.
- Staff miss some opportunities to help the older and most-able children to count, add and subtract during daily routines, to fully support their practical problem-solving skills.

## What the setting needs to do to improve further

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

- extend ways to share all children's next steps of development with parents to support their learning at home more consistently
- provide more opportunities to support children to count, add and subtract to develop their problem-solving skills.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures, and required records, including those for suitability.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint observation of an activity with the deputy manager and discussed children's learning and development.
- The inspector discussed self-evaluation and improvements made with the manager.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and all staff have completed safeguarding training and understand their responsibilities to report any concerns about children's welfare to the appropriate authorities. The manager and staff meet regularly to evaluate their practice and have positive attitudes to identifying areas to develop and making continual improvements. For instance, they have reorganised the overall session to offer more free-play opportunities for children, reduced interruptions to their play and helped to develop their concentration skills. The manager and staff regularly monitor children's progress, including the ongoing achievements of different groups of children. This helps them to identify and close any emerging gaps in particular areas of their learning.

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

Staff provide motivating play experiences to develop children's exploration of colours and textures, and link these with their great interest in a story about some magic porridge, for example. Children become absorbed mixing porridge and water together and tell staff the mixture is 'sticky' and 'it looks like coconut'. Staff encourage children's imaginative play effectively. For instance, younger children like playing in the home corner with the play food and make staff a meal of 'egg and banana' or 'pizza'. Older children pretend to be builders, and lift and stack their bricks to make a tall tower. Staff promote children's understanding of the world well. For example, children talk about the different places they go to on holiday and what they will need to take with them. Staff help children create an aeroplane using chairs and steering wheels in the cockpit. Children enjoy pretending to be a passenger or pilot going on a pretend flight to their chosen holiday destination, such as a 'snowy beach'.

### Personal development, behaviour and welfare are good

Staff support children's personal, emotional and social development well. Children have good self-esteem and show very positive pride in their achievements. For example, staff praise them for constructing a colourful, sturdy house they have designed and made, that includes a balcony and a chicken. Staff actively encourage children to develop positive attitudes to exercise and understand how to keep fit and healthy. For instance, children like to join in with sports races and obstacle courses. They feel their heart beating faster after running and know this is because they have made it work harder.

### Outcomes for children are good

Children develop confidence, and good communication and language skills that help them prepare well for their move to school. For example, older children listen intently to a favourite story and know the repeated refrain, excitedly saying 'cook, pot cook' and 'stop, pot stop'. Younger children start to join in with the actions and words to familiar songs. Children become absorbed in drawing and painting, and start making some recognisable shapes and letters. They show interest discovering what happens when they mix different coloured paints, such as black and white, and say they have made a 'storm cloud'.

## Setting details

<b>Unique reference number</b>	EY492279
<b>Local authority</b>	Poole
<b>Inspection number</b>	1026088
<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>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Deanna Elizabeth Bebington
<b>Registered person unique reference number</b>	RP908758
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07891690865

Little People Pre-School registered under new ownership in 2015. The privately owned pre-school operates from Bourne Valley Youth Centre in Poole, Dorset. It is open from 8.30am until 3.30pm each weekday, during term time only. There are nine staff employed. The owner/manager holds a childcare qualification at level 4, one staff member holds early years professional status, one is a qualified teacher, three staff hold early years qualifications at level 3 and two hold early years qualifications at level 2. The pre-school receives funding to offer free early education for children aged two, three and four years.

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