

Little Chatterpillars Pre School

The Lodge, 22 Beresford Road, Manchester, M32 0PY



Inspection date

14 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 provider does not record relevant information about the vetting processes for new practitioners.
- Although managers observe activities and routines, they do not have systems in place to supervise staff effectively. As a result, teaching does not improve quickly enough.
- Practitioners do not take enough account of what children know, understand and can do when they plan activities. This means that teaching does not precisely target what children need to learn next.
- Plans to improve the provision are not clear enough to drive rapid improvement.

It has the following strengths

- Children play and explore happily at the pre-school. They are eager learners who become deeply involved in adventurous self-chosen play.
- Practitioners identify and minimise hazards to children's safety. They teach children to play safely. For example, children know that throwing toys is not allowed because it can hurt other people.
- Partnerships with parents are strong. Practitioners gather information from parents when children start to attend the provision. They use the information to establish starting points for children's learning. Parents feel well informed about activities.

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 that details are recorded of identity checks and vetting processes that have been completed for all practitioners	11/04/2018
■ implement an effective system for supervising practitioners that promotes continuous improvement in the quality of their teaching	11/04/2018
■ ensure that the planning of activities takes full account of what children need to learn next, so that children are challenged and supported to make good progress.	11/04/2018

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

- evaluate the provision more effectively so that planned actions drive sustained improvement.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager and a local authority officer. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers have not established a robust approach to identifying the strengths and weaknesses of the provision and so plans to improve are not clear enough. The manager does not rigorously record information she gathers about the vetting of new practitioners. Observations of teaching made by managers do not lead to outcomes that show what each practitioner needs to improve. Consequently, plans for practitioners' professional development do not lead to rapid improvement in the quality of teaching. Safeguarding is effective. Managers and practitioners know what they must do if they have concerns that a child is at risk of abuse or neglect. They demonstrate good awareness of the potential risks to children of using digital cameras and mobile phones in the nursery. Managers know that changes to the provision must be notified to Ofsted. They make sure that confidential information that they gather about children is filed securely.

Quality of teaching, learning and assessment requires improvement

Spontaneous teaching by practitioners often helps to promote children's progress. For example, children playing outdoors gather purposefully around a pretend campfire. They watch the practitioner cooking food on the fire and copy her. This helps to promote their imaginations and understanding of the world. Practitioners know children well and make regular observations of their learning. However, they do not use the information from observations to precisely target their teaching. As a result, teaching does not challenge children well enough.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not always promoted to the highest level. However, practitioners follow procedures that help to promote children's welfare. For example, they report children's accidents and injuries to parents. Relationships between practitioners and children are good and the experienced practitioners understand how children learn. Children learn to follow well-established routines and this helps to promote their confidence and self-control. Children develop strength and fitness when they play energetically outdoors. They help to grow fruit and vegetables at the allotment and learn that eating fresh food helps them to be healthy.

Outcomes for children require improvement

The quality of teaching is not yet good enough to help children to make good progress. However, most children develop the skills and knowledge they need to start school. Children know the words and actions to songs and nursery rhymes. They learn to understand new words, such as 'colander' when they take part in interesting adult-led activities. Children take their shoes off and put wellington boots on when they go outside to play. They are helpful and caring and begin to play cooperatively. Children use the toilet independently and know why they must wash their hands.

Setting details

Unique reference number	EY501803
Local authority	Trafford
Inspection number	1132590
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	20
Number of children on roll	29
Name of registered person	Abigail Reid
Registered person unique reference number	RP517043
Date of previous inspection	Not applicable
Telephone number	07816963351

Little Chatterpillars Pre School registered in 2016. The pre-school employs five members of childcare staff. Of these, three hold early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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