

# Little Owls Pre School

Hutton Scout and Guide Headquarters, Off St.Marys Road, Hutton, Weston-Super-Mare, Somerset, BS24 9QP



## Inspection date

Previous inspection date

24 April 2018

6 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders have secured good improvement since the last inspection. All staff have completed training to improve their teaching skills. They use detailed observations effectively to identify children's next steps in learning and to provide challenging activities. Children make good progress from their individual starting points.
- Staff work closely with parents, other early years settings and professionals to enable a consistent approach to children's care and learning. This is particularly evident in the support children with speech and language delay receive.
- Children form strong attachments with their key persons, who know them well. Familiar routines help children settle quickly and support their understanding of expectations effectively. Staff are calm and patient when managing behaviour. For example, they provide clear explanations, offer alternatives and distract successfully.
- Children gain good communication and language skills. Staff provide many opportunities for children to talk and share their views. For example, they question children effectively during story time to help them make connections between experiences.

### It is not yet outstanding because:

- Staff do not consistently encourage children to look at their surroundings and assess potential risks, such as climbing on chairs, to keep themselves and others safe.
- On occasion, staff are too quick to provide solutions and do not encourage older children to negotiate and solve problems for themselves to help their critical thinking.

## What the setting needs to do to improve further

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

- help children to become more aware of their surroundings and potential risks, and assess these for themselves to keep themselves and others safe
- strengthen the opportunities for children to negotiate and manage simple problems for themselves.

### Inspection activities

- The inspector observed staff's interactions with children and discussed children's learning as they played inside and outside.
- The inspector spoke with the management team, parents, staff and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including staff's suitability checks, children's assessment records and the pre-school's quality improvement plan.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are efficient vetting, recruitment and induction systems to ensure staff are suitable for their roles. Managers and staff regularly complete training and have secure knowledge of the procedures to follow should they have a concern about a child or other adults. Leaders and managers effectively monitor children's assessments for consistency. They track progress successfully to ensure they address any gaps in children's learning promptly. Leaders and managers evaluate the provision effectively and take positive steps to improve outcomes for children. For example, staff have recently used training to better stimulate children's learning. This has had a positive effect on children's imaginative play and communication and language.

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

Staff gather essential information about children's developmental starting points from parents to influence their initial planning. They encourage parents to provide further information about children's ongoing learning at home. Staff interact effectively to support children's developing skills. For example, children demonstrate different ways to keep score in a game of table skittles. They decide to make marks to represent the number of skittles they knock down. Staff challenge children further, such as by introducing number cards so that they can have a go at forming recognisable numbers. Children become good storytellers, communicate roles well and play harmoniously. For example, they enjoy dressing up and using their imaginations to re-enact a fire rescue.

### Personal development, behaviour and welfare are good

Staff organise a welcoming environment with a wide range of resources to reflect children's interests. Children confidently make choices about their play. They have good opportunities to be outside and active. For example, they particularly enjoy using the crates, planks and bricks to construct imaginatively. They balance successfully as they negotiate the different levels. Children develop good independence. For example, they help prepare the snack, pour drinks and wash their plates. There is an effective two-way flow of information with parents to ensure staff efficiently meet children's care needs.

### Outcomes for children are good

Children gain the skills that prepare them well for their eventual moves to school. They concentrate on tasks and develop good small-muscle skills. For example, children skilfully pinch small pieces of dough to create toppings for their pizzas and roll them into suitable shapes. Older children show interest in larger numbers, including as they complete the daily calendar. They learn about letters, for instance, as they sort hidden objects and recognise the initial sounds. Children listen well to stories and communicate their thoughts and ideas confidently.

## Setting details

<b>Unique reference number</b>	EY377876
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1100963
<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>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Martin Howell and Serena Howell Partnership
<b>Registered person unique reference number</b>	RP907118
<b>Date of previous inspection</b>	6 June 2017
<b>Telephone number</b>	07757201694

Little Owls Pre School registered in 2008 and operates from a Scout hut in Hutton, North Somerset. The pre-school opens each weekday, during term time, from 9am to 3pm. It also opens during school holidays, if required. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff working with the children. This includes a qualified teacher, one member of staff who holds an early years qualification at level 6, two who hold early years qualifications at level 4 and two who hold early years qualifications at level 3.

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