

# Little Owls Pre-School

Misson Hall, Long Hill, Old Wives Lees, Canterbury, Kent, CT4 8BN



## Inspection date

4 July 2018

Previous inspection date

9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff accurately evaluate the nursery provision. They include the views of parents and children to help identify areas for further improvement. For example, the outdoor play environment has been effectively enhanced to extend opportunities for children to explore.
- Children enjoy a wide range of opportunities to explore technology and enhance their understanding of how things work. For instance, they use child-friendly cameras to capture their own achievements, and explore letters and numbers with lights.
- Children display extremely high levels of confidence, self-esteem and a sense of belonging. Staff show a deep interest in the children's views and the children love to talk to the group about their own individual experiences outside of the pre-school.
- Staff provide an exceptionally well-organised learning environment that is warm and welcoming and provides children with excellent opportunities to make independent choices in their play
- All children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Although new staff undertake an induction, the programme is not yet of the highest quality to minimise any minor gaps in their understanding of their role and responsibilities.
- Partnerships with other providers children attend are not yet fully effective to support consistency in children's learning even further.

## What the setting needs to do to improve further

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

- strengthen the already good induction procedures to provide even clearer and robust support for new staff
- continue to further explore ways of working with other providers to improve the consistency in the children's learning.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager effectively monitors children's progress to close any emerging gaps. For example, strategies to enhance how girls make relationships with each other have been effectively implemented. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow. The manager continually monitors staff suitability and helps improve the quality of staff practice. For example, he organises relevant training and individual support to keep staff knowledge and understanding current and to help them keep children safe. Staff follow robust procedures to document concerns and events and effectively assess risks within the setting to keep children safe.

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

Overall, staff assess individual children's progress in their development well and effectively plan for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children at all times during the day. For instance, children enthusiastically explore a wide range of tools and materials to create with. Staff effectively challenge the children to use their thinking skills and consider, for example, how much material they require for their creations and how they can make the materials smaller. Children's mathematical development is effectively enhanced. Staff support children to build on their learning well. For instance, they help children find appropriate tools, such as left-handed scissors to meet their individual needs and support children to use tools effectively.

### Personal development, behaviour and welfare are outstanding

Children eagerly engage and sustain a high level of interest in activities from when they arrive, showing that they feel safe and secure. A highly effective key-person system strongly supports children's emotional well-being. Staff form trusting and meaningful relationships with children. Staff are highly successful in helping children to gain a very strong sense of achievement and boost their confidence. For instance, children's achievements are celebrated exceptionally well. Children are encouraged to take photographs of their achievements and their creative work is valued and put on display.

### Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which is rich in positive cultural images and dual-language text. Children develop the skills needed for their future learning and move on to school. For example, they learn to give meanings to the marks they make. Older children identify and write some letters from their own names. Children play and explore cooperatively together. They use their imaginations well, confidently share views and negotiate their play ideas.

## Setting details

<b>Unique reference number</b>	EY436522
<b>Local authority</b>	Kent
<b>Inspection number</b>	1095151
<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>	28
<b>Name of registered person</b>	Little Owls Pre School Charitable Trust
<b>Registered person unique reference number</b>	RP906652
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	07762565663

Little Owls Pre-School registered in 2002 and re-registered in 2011. It operates from the village hall in Old Wives Lees, near Canterbury, Kent. It is open each weekday during term times, from 8.30am to 3pm. There are six members of staff, all of whom hold early years qualifications. One has a BA Honours Degree in Early Years. The provider is in receipt of funding for the provision of free early years education for two-, three-, and four-year-old children

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