

Little Tots Preschool

Hopton Village Hall, Thelnetham Road, Hopton, DISS, Norfolk IP22 2QY



Inspection date	20 September 2018
Previous inspection date	14 October 2014

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

The provision is good

- The staff team provides a warm and caring environment that welcomes children and their families. The small team work closely together and communicate well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. Staff are friendly and approachable and offer reassurance to those who need it.
- Staff support children's literacy skills well. Children have regular access to a range of books and resources to stimulate their early reading and writing skills. This helps to prepare them well for their eventual move on to school.
- Children follow good hygiene routines and experience sociable snack and mealtimes. They enjoy spending time outdoors and are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being.
- The management team has built purposeful relationships with the staff at the local primary schools. They are committed to working together with them to ensure that children experience a seamless move on to school.

It is not yet outstanding because:

- Although staff attend some training, the management team does not monitor practice as rigorously as they could to enhance specific skills and raise the quality of teaching.
- Staff monitor children's individual progress but do not track different groups of children or entire cohorts in order to improve teaching and outcomes even further.

What the setting needs to do to improve further

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

- monitor staff's performance more closely to continue to strengthen and improve on their good practice to raise the quality of teaching to the highest level possible
- strengthen the monitoring system for tracking children's progress, to sharpen the identification of gaps in children's learning as a whole group and inform practice.

Inspection activities

- 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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Karen Harris

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm and understand the wider issues surrounding child protection. They have a secure understanding of the procedures they must follow if they have any concerns about children's welfare. The management team ensures that staff keep their knowledge up to date, and reviews the pre-school's policies and procedures regularly. Staff are confident about their individual responsibilities to keep children safe from harm. The management team follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Staff manage any accidents that occur very effectively, recording the relevant information and informing parents appropriately.

Quality of teaching, learning and assessment is good

Staff carefully organise the indoor and outdoor area, so that children have opportunities to play with a wide range of toys and resources. They get to know the children well through regular observations and discussions with parents and provide activities that build on children's interests. Children enjoy spending time at the pre-school. They increase their confidence as they explore the environment and make choices for themselves. Children play imaginatively in the role-play area and are eager to use binoculars while outdoors. Staff interact purposefully. They get down to the children's level and join in with their play experiences. Staff make suggestions and demonstrate ideas for children to try themselves. Children enjoy exploring how things feel. For example, they eagerly investigate different textures, such as sand, water, dough and paint. Staff provide support when required.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm and support children well to share and take turns with popular toys. Staff provide regular praise as they recognise children's efforts and achievements. This helps to raise children's confidence and sense of self-esteem. Staff pay close attention to health and safety. They are vigilant and complete daily checks on the premises, to ensure that all areas used by the children are safe and suitable. Children develop their physical skills well in the outdoor area. They are familiar with the daily routines and manage them efficiently. Children learn to listen to staff and follow instructions well. Staff encourage children to put their shoes on independently. Children develop their personal care skills confidently, relevant to their age and ability.

Outcomes for children are good

Children make good progress in their learning. They develop many skills needed in readiness for the next stage in their learning, such as the move on to school. For example, they find their name card to register themselves on arrival. Children enjoy practising their early writing skills. They become more independent as they pour their own drinks at snack time. Children eagerly take part in group activities. They have opportunities to count and identify numbers during daily routines. Children increase in confidence as they speak to the rest of the group about items from home. They eagerly look at familiar books with staff. Children listen attentively and use props to help tell the tale. They excitedly join in with repeated phrases and predict what might happen next.

Setting details

Unique reference number	EY401309
Local authority	Suffolk
Inspection number	10069812
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	22
Name of registered person	Little Tots Preschool Partnership
Registered person unique reference number	RP904120
Date of previous inspection	14 October 2014
Telephone number	01379 890119

Little Tots Preschool registered in 2010. The pre-school is privately owned by three partners, two of whom work directly with the children. The pre-school employs two additional staff. Four members of staff hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Thursday, during term time. Sessions are from 8.45am until 12.45pm on Mondays and from 8.45am until 4pm on Tuesdays, Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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