

# Little Owls Pre-School

Gipsy Lane, Bishops Hull, TAUNTON, Somerset TA1 5LQ



<b>Inspection date</b>	24 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Children make good progress in their learning. The manager's tracking effectively helps her to identify any gaps in their learning, which staff address when planning.
- Children are happy, confident and well behaved, with good self-esteem. They show that they feel emotionally secure through their good relationships with staff and each other.
- Staff have good relationships with parents, who feel well informed about their children's progress. Staff encourage parents to share their children's achievements at home.
- Self-evaluation is effective in identifying how the setting can improve, to provide good-quality outcomes for children. The manager monitors the impact of improvements on children's learning well.

### It is not yet outstanding because:

- Some staff records were not available for inspection, which is a requirement of the early years foundation stage. However, this has little impact on children's welfare because records to confirm that staff are suitable for their roles were in place.
- The manager has introduced new systems to help her monitor and improve consistency in the quality of teaching. However, she has not been able to fully evaluate the impact of this on staff practice.
- Children have few opportunities to learn about differences and diversity, and there is little in the learning environment to reflect their home languages.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all required records are easily accessible and available for inspection, including staff records.	24/10/2018

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

- evaluate the impact of the systems used for monitoring staff practice to improve the quality of teaching further
- increase opportunities for children to develop their awareness of differences and diversity and to experience their home languages in the setting.

### Inspection activities

- The inspector observed staff and children engaged in learning activities.
- The inspector spoke with members of the management committee, staff, parents and children.
- The inspector talked to staff about their understanding of the setting's safeguarding procedures and how they put these into practice.
- The inspector sampled children's progress records, and talked to the manager and staff about how they support children's progress.
- The inspector sampled records that are required to be kept to support children's welfare.

**Inspector**  
Julie Neal

## Inspection findings

### Effectiveness of leadership and management is good

The management committee and manager encourage staff to continue to develop their knowledge and skills to improve children's learning experiences consistently. For example, following 'risky play' training, staff introduced real tools such as hammers, nails and hacksaws. They taught children how to use these safely and learn how to make their own risk assessments. For instance, children know that they must wear safety goggles before sawing through wood to protect their eyes. Safeguarding is effective. The manager and staff have a thorough understanding of local safeguarding procedures and what to do to help protect children from harm.

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

Staff use their good observations, along with information from parents, to identify children's starting points so they can assess their ongoing progress. They use their good knowledge of children's interests and their observations and assessments to plan activities that, overall, challenge children well. For example, children enjoyed excavating dinosaur skeletons from the sand. Staff encouraged them to talk about the bones as they uncovered them, to build on what they already knew. They asked children to identify which were flying dinosaurs and how they could tell the difference. Staff support children's developing communication skills well. For instance, when younger children talked about animals 'going night-night', staff modelled correct language, referring to animals going to sleep. Staff support children who speak English as an additional language well overall, helping them develop understanding and confidence in their speaking skills.

### Personal development, behaviour and welfare are good

Children enjoy being independent and helpful. For example, when they spilled sand they immediately used the dustpan and brush to sweep it up. Children helped to prepare their snack and used their knowledge of mathematics well as they calculated whether there were enough pieces of fruit for everyone. Children are active and make good use of the small but well-resourced outside area to help support their physical development. For example, they enjoyed taking turns to roll different-sized balls down a pipe and trying to get in position quickly to catch them at the end.

### Outcomes for children are good

Children receive good support to prepare them well for the next stage in their learning, including going to school. Older children benefit from regular activities that help them to develop the skills they need when they start school. For example, they develop their independence and listening skills, and practise writing. Younger children enjoy taking part in group activities, such as circle times. They maintain their focus well because staff make sure these activities are not too long for their attention span.

## Setting details

<b>Unique reference number</b>	EY536792
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076947
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Little Owls Pre-School Committee
<b>Registered person unique reference number</b>	RP525732
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01823339140

Little Owls Pre-School registered in 2005 and moved premises in 2016. It is run by a voluntary committee. The pre-school is located in Bishops Hull, Taunton, Somerset. It is open from 8.30am until 3.30pm Monday to Friday, term time only. Five members of staff are employed to work with children. All hold early years qualifications; the manager at level 5, three members of staff at level 3, and one at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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