

Little Learners Pre-School

Barclays Community Centre, Cook Street, Winton, Eccles M30 8QG



Inspection date	13 November 2018
Previous inspection date	30 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Leaders are dedicated to continually making improvements that benefit children and families. There is a clear action plan for future development. The action raised at the last inspection was swiftly addressed and the provision is good.
- Children are keen learners. Well-qualified staff understand how young children learn through play. Overall, staff provide interesting activities and experiences. Children make good progress.
- Staff use highly effective methods to promote children's excellent behaviour. For example, staff award children with stickers and an abundance of praise. Children know what is expected of them. For example, staff are consistent in their expectations and use photographs to show children what will happen next.
- Staff regularly liaise with external professionals to coordinate additional support for children who have special educational needs and/or disabilities. Parents are supported extremely well to help these children to make the best progress possible.
- Staff create a welcoming and safe environment. Children form close bonds with kind staff who know them well. Children wear the same colour uniform as their key person. This contributes towards children's emotional security and strong sense of belonging.

It is not yet outstanding because:

- Although all staff receive support and access regular training, they do not yet have consistent opportunities to share their skills and knowledge with each other.
- Although staff regularly observe and assess children's development, assessments on their progress are not consistently shared with parents. Staff do not gather regular information from parents about children's current learning needs and interests to support future planning.

What the setting needs to do to improve further

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

- enhance the current systems for staff professional development and increase opportunities for staff to share their skills and expertise
- share regular feedback and assessments of children's progress with all parents.

Inspection activities

- The inspector had a tour of all areas of the pre-school. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider/manager and carried out an evaluation of teaching with her.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the setting's action plans and checked evidence of staff suitability.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider, who is also the manager, ensures that all staff are suitable for their roles. Staff are trained in the safeguarding policy and know the procedures to report any concerns about children's welfare or the behaviour of a colleague. This helps to keep children safe. Leaders support and supervise all staff. Overall, this helps them to enhance their already good skills and expertise. Regular assessments help staff to identify areas where children require support. For example, monitoring helped staff to address a previous gap in boys' writing skills. Effective strategies were implemented. For example, staff introduced mark-making activities outdoors and gaps have closed. Partnership working with other settings is well established. For example, local childminders come into the pre-school for daily discussions. This helps to provide consistency for children who attend both settings.

Quality of teaching, learning and assessment is good

Staff consider children's interests and follow current themes when planning activities. For example, children are interested in fallen leaves and staff provide autumn themed activities. Children make prints with conkers and create collage leaf pictures. Staff provide meaningful group activities which help to support children's listening and attention skills. For example, a small group of children join in with singing and carefully listen to Stanley the puppet's instructions. Children eagerly choose items from 'Stanley's bag' when it is their turn. Children particularly enjoy imaginative play using toy animals. Even children who are non-verbal delight in making animal sounds. Staff use sign language, ask open questions and skilfully introduce descriptive language as children play. This contributes towards their communication and language skills.

Personal development, behaviour and welfare are good

Staff respect children's views. For example, children choose lunch from a healthy menu and staff prepare specific meals based on children's choices. Children explore the exhilarating outdoor environment. Boys play cooperatively together. They mix mud in a replica toy cement mixer and take turns to 'lay a brick wall'. Younger children proficiently manoeuvre across tyres and take supervised risks as they jump across strategically placed tree stumps. This contributes towards their physical health and well-being. Staff consistently reinforce positive hygiene routines. Even young children wash their own hands and place tissues in the bin after wiping their noses.

Outcomes for children are good

All children, including those in receipt of additional funding make good progress. Older children form recognisable letters on the menu and younger children make marks to indicate what they would like for lunch. Children confidently recite numbers, some in sequence, and use mathematical language, such as 'more' during snack time. Children use good manners, sit nicely at mealtimes and listen to staff and their peers. Children demonstrate good self-care skills. For example, they capably dress themselves in coats, hard hats and fluorescent jackets and play in the construction role-play area. Children are confident and prepared well for learning in school.

Setting details

Unique reference number	EY216941
Local authority	Salford
Inspection number	10080343
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	12
Name of registered person	Little Learners Committee
Registered person unique reference number	RP907815
Date of previous inspection	30 January 2018
Telephone number	07814 577 300

Little Learners Pre-School registered in 2002. The pre-school opens Monday, Tuesday, Thursday and Friday, during term time. Sessions are from 9.30am until 1.30pm. The pre-school provides free early education for two-year-old children. The pre-school employs five members of staff. Of these, two staff hold appropriate childcare qualifications at level 4 and two staff are working towards an appropriate childcare qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

