

# Little Owl Pre-School

Dry Drayton Primary School, Park Street, Dry Drayton, Cambridge,  
Cambridgeshire CB23 8DA



<b>Inspection date</b>	28 November 2018
Previous inspection date	10 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager works very effectively with the management committee. Together they have a clear vision of how to provide good experiences for children. For example, following recent developments, children have a superb outdoor learning area.
- Training, networking and research help to enhance the staff's strong teaching skills. In line with recent training, staff expertly teach very young children to listen attentively to sounds from a diverse range of sources. This helps children to listen to sounds in words and link these sounds to letters of the alphabet.
- Each child has a key person who regularly checks their progress carefully to gain a clear understanding of the child's needs. All children, including those who speak English as an additional language, make good progress from their starting points.
- Children experience a wide variety of activities to support their physical development. For example, when moving to music in the spacious school hall they get physical exercise and develop balance and coordination.
- Staff are very patient and caring with children and form good relationships with them. Children learn to be tolerant and cooperative with each other. Their behaviour is good.
- Staff do not consistently challenge and extend children's understanding to help them explore their own ideas further, especially the most able children.

## What the setting needs to do to improve further

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

- consistently challenge and extend children's understanding and encourage them to explore their ideas fully, especially the most able.

### Inspection activities

- The inspector observed activities in the indoor play areas and the outdoor learning environment. She carried out a joint observation with the manager.
- The inspector held meetings with the manager and the chair of the committee. The inspector spoke with staff and children throughout the inspection when appropriate.
- The inspector looked at a range of documentation and the pre-school's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff. She looked at the pre-school's self-evaluation.
- The inspector spoke with parents during the inspection and took account of their views.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff understand their responsibilities in relation to child protection issues. They know how to report any concerns to relevant professionals. The manager vets staff closely for suitability to work with children and provides a thorough induction. She regularly carries out detailed supervisions and ensures that each member of staff knows how to improve their practice. The manager robustly evaluates all aspects of the pre-school's activity. She recently reviewed and improved the use of floor space indoors. As a result, children now have the space to build a large track to drive toy vehicles on. Staff work very positively with parents to meet children's learning and care needs. Staff establish children's abilities and development needs with parents when they first join. Parents say their children are very happy at the pre-school and are well prepared for school.

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

Children respond readily to a welcoming, well-organised and stimulating environment. Staff plan different practical and creative activities to support children's all-round development. Very young children explore how plastic balls find their way down a branching path by force of gravity. Other children enjoy printing shape patterns, using paint on textured material. Staff guide children clearly on ways to identify different shapes. They develop children's communication and language skills well. They know whether to correct, repeat or extend children's language. Staff sing songs and rhymes with children throughout the day to introduce words. They match actions to words to reinforce children's understanding.

### Personal development, behaviour and welfare are good

Staff have a lively rapport with children. They play with them and give them regular and meaningful praise. Children feel good about themselves. They learn to value each other. For example, they address each other by name in a 'welcome and goodbye' song at the start and end of each session. Staff encourage young children to learn life skills. They join in and model various tasks, such as caring for a baby in the home corner. Staff support children to be aware of their own safety. For example, together they discuss the dangers of using cutting tools.

### Outcomes for children are good

Children gain literacy skills. They learn to handle books and enjoy sharing stories. They learn to form letters correctly and to write their names. They acquire mathematical skills during practical activities. For example, they count, add and subtract different objects. Children are confident learners, well prepared for school.

## Setting details

<b>Unique reference number</b>	221890
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062031
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	17
<b>Name of registered person</b>	Little Owl Pre-School Committee
<b>Registered person unique reference number</b>	RP519015
<b>Date of previous inspection</b>	10 September 2015
<b>Telephone number</b>	07910777554

Little Owl Pre-School registered in 1995. It is located in Dry Drayton, Cambridgeshire. The pre-school opens from Monday to Friday term time only. Morning sessions are from 9am until midday. Afternoon sessions are from 1pm until 3.15pm. All day sessions are from 9am until 3.15pm. A lunch club runs from midday until 1pm. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school employs four members of staff, who all have relevant early years qualifications at level 3.

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