

Little Chatterpillars Pre School

The Lodge, 22 Beresford Road, Manchester M32 0PY



Inspection date

11 January 2019

Previous inspection date

14 March 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

This provision is good

- The dedicated and strong leadership team are united in their vision for achieving the very best of outcomes for all children. Precise action plans and rigorous monitoring by the manager have been instrumental in securing rapid improvements since the last Ofsted inspection.
- The high expectations and aspirations of staff underpin the good-quality teaching and learning across the setting. Staff have a robust understanding of child development and nurture children's enthusiasm for learning very well. Children make good progress and leave the setting with a good skill base in readiness for their move on to school.
- Staff provide children with exciting opportunities to express their individuality and creativity. Children relish opportunities to complete self-portraits and excitedly sing and dance while staff play guitars.
- Mathematics is taught very well across the setting. Staff use expert teaching techniques to introduce early number, shape and space acquisition. Children are competent mathematicians who articulately discuss capacity, estimation and quantity.
- Community cohesion is a golden thread that permeates throughout this vibrant and good-quality setting. Staff have worked relentlessly to develop secure partnerships with other settings, schools and the local authority. Children are proud of the diverse community which they belong to and articulately discuss different family units.
- The management team do not rigorously evaluate the full impact that early years pupil premium has on outcomes for children.
- Staff do not gather precise information about what children already know and can do, to identify accurate starting points in their learning.

What the setting needs to do to improve further

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

- strengthen arrangements for evaluating the impact early years pupil premium has on outcomes for children across the areas of learning
- strengthen the systems for gathering more precise information when children first start attending, so that their learning and prior achievements can be considered fully when assessing their initial starting points.

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 held a number of discussions with the management team. He looked at relevant documentation, including children's learning records and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager. The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Luke Heaney

Inspection findings

Effectiveness of leadership and management is good

The manager, ably supported by her leadership team, has created a culture among staff of ambition, drive and determination. Together, they have ensured improvement plans are fit for purpose, robust and challenging. These incremental developments have led to dramatic improvements in the quality of the setting. Safeguarding is effective. Staff have a secure understanding of the signs of possible abuse and neglect. They know the referral procedure well and understand wider safeguarding concerns. Recruitment and vetting procedures are good. Staff receive the relevant support and coaching during supervisory sessions and appraisal meetings. They are set challenging targets and reflect very well on their professional practice. Staff attend a wide range of training programmes which positively impact on outcomes for children. For example, a course around communication and language development has equipped staff with a greater understanding of how to extend children's vocabulary during their play. Parents receive newsletters and are kept well informed about their children's developmental progress.

Quality of teaching, learning and assessment is good

Staff are good teachers who teach with energy and passion. They use their expert techniques to keep children motivated and enthused to learn. Overall, observation, assessment and planning arrangements are good. Gaps in learning diminish quickly and children make good gains toward the early learning goals. Children's laughter permeates throughout this good-quality setting. Younger children giggle with delight while splashing in water. Toddlers enjoy playing with technological equipment and become fascinated while mixing mud and paint. Older children articulately describe the scientific process of freezing water and competently write their names.

Personal development, behaviour and welfare are good

Care practices are good. Staff spend time getting to know children and their families during the settling-in period. Children settle very quickly and their physical and emotional well-being are given high priority. Staff are good role models and provide children with clear behavioural expectations. Children behave well and show genuine care toward one another. Children are provided with healthy foods and staff teach them well about the importance of healthy living. Children relish opportunities to talk about vegetables which they have grown at the local allotment and are eager to help prepare a vast array of fruit for their snack.

Outcomes for children are good

Children are resilient, motivated and self-confident individuals. They are competent communicators and skilful problem solvers. They are keen to take on new challenges and show high levels of perseverance. They develop strong friendships and play harmoniously together. Younger children are fascinated while making 'magic dough' and toddlers excitedly complete jigsaw puzzles. Older children show good reading skills and confidently blend letter sounds together.

Setting details

Unique reference number	EY501803
Local authority	Trafford
Inspection number	10084817
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	20
Number of children on roll	25
Name of registered person	Reid, Abigail
Registered person unique reference number	RP517043
Date of previous inspection	14 March 2018
Telephone number	07816963351

Little Chatterpillars Pre School registered in 2016. The pre-school employs six members of childcare staff. Of these, three hold early years qualifications at level 2 or above and three staff members are unqualified. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.30am to 12.30pm on Monday and Friday and then from 9.30am until 3.30pm on Tuesday, Wednesday and Thursday.

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