

Little Owl Pre-School Ltd

BAPTIST CHURCH, MAIN STREET, WOODHOUSE EAVES, LOUGHBOROUGH,
LEICESTERSHIRE LE12 8RZ



Inspection date	31 January 2019
Previous inspection date	10 May 2016

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

This provision is good

- The manager effectively evaluates the quality of the pre-school. She regularly consults staff, parents, children and other professionals to help her to identify further improvements. For example, following suggestions, she has introduced a weekly yoga instructor to help children learn more about how their bodies move.
- The manager and staff work closely with parents on all aspects of children's care and development. Parents are kept up to date with their children's progress and receive information about how they can support their children's learning at home. Parents are highly complimentary about the quality of care that their children receive. They comment on how well staff know their children.
- Staff provide many opportunities for children to develop their creative and design skills. They focus strongly on providing supervision to help children learn to use a range of tools and resources, such as scissors and glue, safely and skilfully. Children confidently transfer their skills to create their own interesting art and craft designs.
- Staff are caring and nurturing. They create a relaxed environment in which children flourish and enjoy spending time with their friends. For example, children enjoy quiet times where they sit together and chat about their interests. Children develop a good sense of security, enabling them to settle and have a positive approach to learning.
- Staff effectively support children's transition to school. They work closely with local schools and use information about school routines and programmes of learning to help children prepare for school. For example, they practise changing for physical education and begin to learn the actions associated with letter sounds.
- The manager does not always make the best use of supervision and professional development opportunities to help staff to raise their teaching to the highest level.
- Occasionally, during group activities, staff do not promote children's language skills even further by naming objects or introducing new words.

What the setting needs to do to improve further

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

- strengthen support for staff's professional development to help them to raise their teaching to the highest level
- extend the opportunities during group activities to develop children's language and communication skills even further such as introducing them to new words and the names of objects.

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

Inspector

Jane Millward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their responsibilities and know how to respond to concerns about a child's welfare. They ensure the premises are secure and vigilantly watch children as they arrive and leave the pre-school. The manager has established some systems to supervise staff and shares information about training opportunities. The manager and her staff monitor the progress of individual and groups of children to identify any gaps in their learning. They are well qualified and use their good understanding of child development to promptly target these. For example, they considered how they could develop boys' interests in some areas of learning. The manager effectively shares information with other settings that children attend to support continuity in children's learning.

Quality of teaching, learning and assessment is good

Experienced staff plan a good range of activities to encourage children's curiosity and imagination. They pick up on children's emerging interests and creatively use these to plan activities across all areas of learning. For example, following children's pantomime visits staff introduce more traditional tales to children. Staff skilfully balance adult-led and child-led activities. This is particularly successful in helping children to create and follow their own play ideas. For example, young children successfully organise their own outdoor games, such as 'What 's the time Mr Wolf'. There is great excitement as they count the hours and anticipate the 'chase'. Staff keep detailed records about children's learning and developmental progress. They accurately observe children's achievements and effectively identify their next steps in learning. Staff provide good support to develop children's early literacy skills. They include a range of mark-making opportunities in everyday play activities and promote the pleasure of sharing story books. Children enthusiastically choose books to take home in their 'book bag'.

Personal development, behaviour and welfare are good

Staff place a strong emphasis on developing children's social and emotional well-being. They work hard to help children feel secure and gain a sense of belonging at the pre-school. Staff are positive role models and listen attentively to children and act on their ideas and suggestions. They invite them to make choices and decisions during group activities, for example, deciding which song to sing or instrument to play. Children learn how to follow a healthy lifestyle. They enjoy healthy snacks, fresh air and physical exercise. They develop their physical skills as they run, cycle and challenge themselves to improve their balance techniques as they cross an obstacle course.

Outcomes for children are good

Children make good progress in their learning and development and are well prepared for the next stage in their learning. They develop good self-esteem and confidence and happily talk about their play and learning. Children are highly motivated and enthusiastically attempt new and familiar tasks. They often encourage their friends to join them, which considerably increases their enjoyment. Children enjoy listening to stories. They talk about characters and events and predict what may happen next. Children spontaneously use their knowledge of colour, shape and number in their play.

Setting details

Unique reference number	226316
Local authority	Leicestershire
Inspection number	10064534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	Little Owl Pre School Limited
Registered person unique reference number	RP522238
Date of previous inspection	10 May 2016
Telephone number	01509 890195

Little Owl Pre-School Ltd registered in 1990. The pre-school employs five members of childcare staff, of these three hold appropriate early years qualifications at level 3 and one has qualified teacher status. The pre-school also employs supply staff if required. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 12pm Monday to Wednesday and from 9am to 1pm Thursday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

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