

# Little Leaders Preschool

London Academy, Spur Road, Edgware, Middlesex HA8 8DE



<b>Inspection date</b>	28 February 2019
Previous inspection date	20 February 2018

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

- Managers are enthusiastic and ambitious. They strive to continually improve the quality of children's care and learning experiences. As a result, there has been a sharp improvement since the last inspection.
- Children enjoy playing with staff and they actively seek them out as co-players. Staff use these spontaneous learning opportunities successfully to provide further support and explore children's existing skills and motivations.
- Staff use well-established routines that encourage children to be ready to learn. The environment is stimulating and organised effectively for children to select and use activities and resources independently.
- Feedback from parents is positive regarding the quality of care children receive. Improved communication between parents and staff has helped foster a more consistent approach to issues such as behaviour management.
- Children have fun playing outside and they are eager to use large play equipment, such as bikes. They practise negotiating space as they move around obstacles in their path.
- Adult-led activities do not consistently promote all children's confidence during group situations.
- Staff do not make the best possible use of the initial information they gather from parents to fully support children's progress and precise learning needs from the start.

## What the setting needs to do to improve further

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

- make the most of adult-led activities to consistently promote all children's confidence in group situations
- develop the use of initial information obtained from parents in order to plan even more precisely for children's continued progress from a very early stage.

### Inspection activities

- The inspector spoke with parents to gather their views and opinions.
- The inspector sampled a range of relevant documentation, including children's records, risk assessments and evidence of staff qualifications and suitability.
- The inspector spoke with staff and children at appropriate times and observed the quality of teaching and learning across a range of activities.
- The inspector carried out a joint observation of practice with the pre-school manager.

**Inspector**  
Sonia Lobo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have an up-to-date knowledge and understanding of safeguarding issues. They know what to do if they are concerned about a child's welfare. The pre-school shares a positive safeguarding culture. Staff listen to children and respond appropriately to what they say. Managers implement robust recruitment and vetting procedures in order to help keep children safe. New staff are provided with an induction programme which helps to ensure they are aware of their roles and responsibilities. Staff benefit from ongoing support and receive relevant training to help build their knowledge and skills. Some staff, for example, have been trained to assist children who need additional support. Action taken by staff following feedback from children, parents and professionals has helped them to build strong relationships which embrace religious, ethnic and language differences and similarities.

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

Staff track and assess children's individual progress to help identify and close any gaps in their learning. Parents are supported to share their observations of their children. Staff use this information to consider and plan ways of building on children's achievements. Staff organise activities that capture children's interest and imagination. For example, children eagerly anticipate and watch what happens when they create an effervescent solution which spills out of their model volcano. Staff use these opportunities to extend children's vocabulary as they describe the eruptions as 'sizzling'. Children use everyday language to talk about size and show an interest in shapes.

### Personal development, behaviour and welfare are good

Children behave well. They show good attention and listen carefully to instructions as they measure ingredients to make dough. They enjoy the responsibility of carrying out small tasks, such as filling jugs of water, and count as they skilfully scoop flour. Children learn to share resources and show tolerance while waiting for their turn to mix ingredients. Children demonstrate friendly behaviour towards others and warmly welcome visitors. Children learn about what is expected of them at pre-school as they are reminded of the 'golden rules' in group situations. They enjoy physical sensory opportunities. Older children competently use pipettes to transfer paint onto melting blocks of ice. Children manage their own basic hygiene and personal needs well.

### Outcomes for children are good

Children make independent choices about their play and learning. They are supported to represent their own ideas and thoughts, for example through role play. Some older children experiment with textures and form as they describe they are making a 'potion' for their pretend sea creature. Children show lots of interest in the world around them as they water the plants and flowers in the pre-school. Children express concern for living things as they make observations of caterpillars and talk about whether they will have enough to eat. Children make good progress and are well supported with their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY540867
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10061233
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Leaders Preschool Ltd
<b>Registered person unique reference number</b>	RP540866
<b>Date of previous inspection</b>	20 February 2018
<b>Telephone number</b>	07957768204

Little Leaders Preschool registered in 2017. The pre-school operates sessions between 8am and 6pm, Monday to Friday, all year round. The provider employs three members of staff. Of these, two hold relevant childcare qualifications at level 3. The pre-school is in receipt of funding for the provision of free early education to children aged three years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

