

# Little Robins Pre-School

Alban City School, 7 Hatfield Road, St Albans AL1 3RR



<b>Inspection date</b>	14 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager has an ambitious vision for the setting and is well supported by excellent practitioners. Staff are confident in their roles and they work seamlessly together as a team. They carefully plan activities that provide children with a high level of challenge. This ensures that children achieve the best possible outcomes.
- Parents recognise the outstanding quality of the provision. They highly value the wide range of learning activities on offer which help children to make significant progress. They describe the pre-school as 'a stable and happy environment where children come on in leaps and bounds'.
- Staff have developed a wonderfully rich and vibrant learning environment. This supports children to develop a love of learning. Children are proud of the setting and talk excitedly about the things they do. They say, 'We have lots of toys, we do exercise, we like reading books, we have real chicks here'.
- The manager has established highly effective systems for observing and assessing children's learning. Each child's progress is monitored diligently. This means that any gaps in children's learning are quickly closed.
- The pre-school is situated on the site of a primary school. Children benefit greatly from the close links that the manager has established with the school. They have opportunities to use space within the school and to interact with older children. For example, they have a morning run with Year 6 children and go to the library for listening activities.

## What the setting needs to do to improve further

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

- share the pre-school's expertise more widely, so that other early years settings can benefit from the excellent practice.

### Inspection activities

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

**Inspector**  
Kelly Brooker

## Inspection findings

### Effectiveness of leadership and management is outstanding

The experienced manager and her staff team strive for excellence. This ensures that children have the best possible start to their education. They continually identify ways to improve their excellent practice even further. They actively seek the views of parents to evaluate the quality of the setting. For example, they carried out a research project called 'Make a Difference' and are finding new ways to work with parents and other early years settings. Staff regularly evaluate the impact of their improvements. The manager supports the staff at the setting extremely well. Safeguarding is effective. Rigorous systems of supervision and appraisal help staff to reflect on the possible signs of abuse. They know what they need to do if they have concerns about a child's welfare.

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

Staff have exceptionally high expectations of what children can achieve. They know exactly what children can do and what they need to learn next. They meticulously plan activities to help children learn new things. For example, they have chicks and tadpoles in the classroom to help children learn about life cycles. Children are fully engaged in purposeful activities at all times. Staff skilfully use every opportunity to help children learn new knowledge as they play. For example, staff model language such as 'next to' and 'on top of' as children play with small-world toys. At group times, staff teach children key skills. For example, children use shakers to hear the difference between sounds. This prepares them for learning about the different sounds that letters make.

### Personal development, behaviour and welfare are outstanding

The behaviour of children is exemplary. They show respect for their environment and everything within it. Children listen and respond to instructions and play harmoniously with their peers. For example, they read books to each other and offer to share toys. Staff ensure that children have a wide range of experiences that help them understand the wider community. They regularly visit the local market and have monthly visits to meet with older people. Children make friends with different generations and are able to make a positive contribution to the lives of others.

### Outcomes for children are outstanding

Children are excelling in this environment. They are highly motivated and confident to join in with all the activities provided. Children choose to spend time looking at their favourite books. They remember key words and phrases. They use their creative skills and imagination. For example, they build a bus to take them camping and make a pretend catapult from boxes and tape. They explore and investigate to further their knowledge, for example, by shining torches on different surfaces. They show excellent early literacy and mathematical skills as they talk about letters and use numbers in their play. They are exceptionally well prepared for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY544506
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10091954
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Robins Pre-School Limited
<b>Registered person unique reference number</b>	RP544505
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07539246860

Little Robins Pre-School opened in 2013 and re-registered in 2017. The pre-school employs seven members of childcare staff. Of these, five hold early years qualifications at level 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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