

Little Sheep Pre-School

Staple Hill Methodist Church, High Street, Staple Hill, BRISTOL BS16 5HQ



Inspection date	13 March 2019
Previous inspection date	13 January 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 monitors the quality of teaching and learning effectively. She tracks children's progress in all areas of learning and supports staff to address any gaps.
- Staff create a warm, safe and welcoming environment for children and their families. Children behave well. They learn to share resources and speak politely to others.
- All children develop good communication skills, including those with special educational needs. Staff know how to use a range of teaching aids, such as visual timetables and picture cards, to communicate effectively with all children and ensure they feel included. Children make good progress from their starting points.
- Partnerships with parents are effective. Staff and parents regularly exchange information to support children's individual learning and care needs. Parents are highly complimentary about the quality of care staff provide for their children.
- The manager supports staff well to improve their knowledge and skills. She ensures staff benefit from regular supervision meetings to help improve their teaching practice. Staff attend ongoing training to keep their knowledge up to date, including about any relevant changes to legislation.
- At times, staff do not consider ways to help children settle quickly when transitioning between routines, particularly mealtimes.
- During some adult-led activities, staff do not differentiate their teaching to reflect the current stage of development for some younger children.

What the setting needs to do to improve further

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

- improve further the transition between some daily routines to help children remain focused during these times, with particular regard to mealtimes
- consider the learning needs and interests of younger children during adult-led activities to increase further their level of engagement.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with manager and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records, evidence relating to staff suitability checks and the pre-school's safeguarding policy.

Inspector

Shahnaz Scully

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the main signs of abuse and the procedures to follow if they had any concerns about a child or to report an allegation against a member of staff. They are familiar with the pre-school's safeguarding policy, including the safe use of mobile phones. Staff attend regular training relating to safeguarding issues, such as 'Prevent' duty, to update their knowledge and keep children safe from the risk of harm. Staff recruitment and vetting procedures are thorough. The manager monitors staff performance and provides ongoing support, for example through appraisals. She seeks regular feedback from parents and staff to drive improvement and has addressed previous recommendations from the last inspection effectively. Children now benefit from exploring early literacy outdoors as well as opportunities to use everyday technology in their play.

Quality of teaching, learning and assessment is good

Staff observe and assess children's progress effectively to help identify the next steps in their learning. They use this information well to plan a broad range of learning experiences. For example, during a cooking activity, staff encouraged children to use their thinking skills to predict what would happen next to the mixture when certain ingredients were added. This led to lots of discussion, including how to melt chocolate in different ways to get the right temperature. Staff extended children's vocabulary effectively by introducing new words, such as 'solid' and 'melting'. Staff build effective links with other professionals. For example, they work in partnership with external agencies to ensure children with special educational needs receive early intervention, including access to funding. Additionally, staff invite teachers to the pre-school to meet older children in preparation to support their transition to school.

Personal development, behaviour and welfare are good

Staff provide an inviting and stimulating environment for children to explore safely. They supervise children well and maintain staff-to-child ratios effectively. Children receive regular praise and encouragement from staff, for example when helping to tidy up after play. This helps to build their confidence and self-esteem. Children learn about the importance of regular exercise and healthy eating through everyday routines. For example, staff work with parents to ensure children benefit from healthy food choices in their lunch boxes. Children have opportunities to learn about a range of other cultures and celebrations to increase their understanding of the wider world.

Outcomes for children are good

Children make good progress and gain the necessary skills for the next stage of their learning, including school. Younger children learn to put on their coat and boots, and manage most of their self-care needs independently. Older children learn to recognise letters and shapes, and how to hold a pencil correctly. All children enjoy listening to stories in groups and singing familiar nursery rhymes.

Setting details

Unique reference number	EY474471
Local authority	South Gloucestershire
Inspection number	10100029
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	10
Name of registered person	Bristol and South Gloucestershire Circuit of the Methodist Church
Registered person unique reference number	RP909074
Date of previous inspection	13 January 2016
Telephone number	07583 924 031

Little Sheep Pre-School registered in 2014. It is situated within Staple Hill Methodist Church in Bristol. It is open Monday, Wednesday and Friday from 9.30am until 2.30pm, and on Tuesday and Thursday from 9.30am until 12.30pm, during term time only. The manager holds qualified teacher status and is supported by two staff members who hold early years qualifications at level 3. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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