

Little Bugs Preschool

Scout Association, 307 Carter Drive, Romford RM5 2TU



Inspection date	17 May 2019
Previous inspection date	6 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider has worked hard to address the actions and recommendations since the last inspection. She has successfully addressed all actions raised in the previous inspection swiftly and effectively, and continues to monitor staff's understanding of safeguarding procedures.
- Staff form strong relationships with the children and their families. As a result, children are very secure in the pre-school and have a good understanding of daily routines. They are confident and keen learners who behave well.
- Staff make regular and precise assessments of children's learning, which they use effectively to plan suitably challenging activities.
- Parents contribute to initial assessments of children's starting points on entry, and they are kept well informed about their child's progress. Parents are encouraged to support and share information about their children's learning and development at home.
- Staff work in effective partnership with other professionals and parents to provide additional support for children's speech and language development. They support children who learn English as an additional language effectively. Children make good progress from their different starting points.
- Overall, teaching is good. However, the monitoring and coaching of staff's practice is not fully successful in raising the quality of teaching to the highest quality.
- At times, staff miss opportunities to help children routinely to learn about communities beyond their own.

What the setting needs to do to improve further

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

- continue to monitor and train staff to build further on their teaching skills
- help children to extend their understanding of communities beyond their own.

Inspection activities

- The inspector observed the children as they played and took part in daily routines.
- The inspector looked at children's development profiles, planning documentation, and a wide range of other documents, including policies and procedures.
- The inspector spoke with children, staff and the manager, who is also the provider, at appropriate times during the day.
- The inspector took into account written and verbal feedback from parents.
- The inspector undertook a joint observation with the manager.

Inspector
Claire Nunn

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of possible signs of abuse. They know the steps to take to protect children and report concerns. Effective risk assessments ensure children play in a safe environment. There are good recruitment procedures in place to check and verify staff's suitability to work with children. The provider evaluates the setting well, and has identified areas for further development. For example, she implements plans to improve the outdoor environment and, as a result, children who prefer to learn outside benefit from a challenging and exciting environment.

Quality of teaching, learning and assessment is good

Staff plan interesting activities based on children's interests and stages of development. This motivates children to learn. For example, staff have created a pretend baby clinic in the role-play area. This is because children show a keen interest in babies. Staff closely observe and assess each child's learning to form a clear overview of their progress. They share this information with parents in a variety of ways, including daily communication books and learning journals. Staff provide individual children with the help they need to close any gaps in their learning quickly. They help children to become confident communicators. For example, staff captivate children's interest in early reading, such as by using rhymes and stories. This helps younger children to expand their vocabulary.

Personal development, behaviour and welfare are good

Staff conduct risk assessments to ensure premises and resources are safe and suitable for children. Children learn to keep themselves safe. For example, staff teach them how to use scissors safely. Staff gather important information from parents when their children start at the pre-school, and identify children's interests well. Staff make good use of information about children's learning and development to help them to make good progress and achieve well. Staff are warm, enthusiastic and happy. They support children's emotional well-being very well. For example, they help them to understand their thoughts and feelings during group-time discussions. Children are supported to become independent, and enjoy helping with daily tasks, such as setting up the table for snacks. Staff have a good understanding of policies and procedures, and maintain the required records carefully to keep children safe.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They gain valuable skills that prepare them well for their next stages in learning, and eventual move to school. For example, children learn to identify their names by finding their name card when they arrive at the pre-school. Children concentrate on different tasks, and play cooperatively together, sharing the resources. Children confidently use mathematical language as they make play dough.

Setting details

Unique reference number	EY539543
Local authority	Havering
Inspection number	10089254
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	24
Number of children on roll	13
Name of registered person	Wilson, Anna-Marie
Registered person unique reference number	RP539542
Date of previous inspection	6 December 2018
Telephone number	07539996639

Little Bugs Preschool registered in 2017, and is located in Romford, in the London Borough of Havering. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 3. The pre-school opens during term time only. Sessions are from 9am until 3.30pm on Monday and Wednesday, and from 9am until midday on Tuesday, Thursday and Friday. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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