

Little Discoveries Preschool

Westfield Academy, Stiby Road, Yeovil BA21 3EP



Inspection date	18 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff support effective partnerships with parents. They regularly share information with them and foster a united approach to meeting individual children's needs and extending their learning. The manager and staff liaise closely with external agencies and services so that they all work effectively together to ensure children get the support they need.
- The staff's friendly and affectionate manner fosters children's personal and emotional development and well-being effectively. Children build good relationships with the staff. They are happy and settled at the pre-school.
- Children's behaviour is good. The staff's strong support, patient explanations and positive role modelling help children to develop respectful relationships with adults and children. This includes those who require particularly perceptive intervention and additional support.
- Key persons closely observe children's development and promptly outline their starting points. They work closely with other professionals to make precise assessments and identify the next steps in children's learning. They build on what children already know and ensure they make good progress.
- The manager works closely with the owner of the provision and staff at their sister nursery to share ideas and help develop their provision. She reviews pre-school practice closely, monitoring teaching and children's progress. She involves staff and parents in the evaluation process and has clear action plans in place to help lead improvements.
- At times, staff do not follow children's interests and differentiate adult-led activities effectively, to extend all children's involvement and challenge them fully.
- Staff do not consistently encourage children to do things for themselves and develop their independence as much as possible.

What the setting needs to do to improve further

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

- focus more precisely on extending all children's involvement and challenging them fully during activities
- make the most of opportunities to encourage children to do things for themselves and develop their independence skills.

Inspection activities

- The inspector observed activities in both of the main play areas and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading their comments on messages and completed questionnaires given to the manager.

Inspector
Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand what to do if they have concerns about children in their care. They supervise children closely and they carry out thorough risk assessments. The manager follows strong systems for the recruitment, supervision and monitoring of staff. She has recently undertaken safer recruitment training, to help enhance these practices further. The manager focuses closely on the professional development of the whole team. For example, she supports staff to complete a variety of training, including to undertake early years qualifications. She attends additional training herself, for example to extend the support for children with special educational needs and/or disabilities (SEND). She shows dedication and commitment to improving the outcomes for children and supports children with a complex and diverse range of needs effectively.

Quality of teaching, learning and assessment is good

Children's literacy development and communication progress well. This includes children who speak English as an additional language. Younger children enjoy listening to stories staff read to them. Staff encourage them to name items they see in the books and young children eagerly join in with songs the staff sing to them. Young children explore making marks with paint and chalks and develop their coordination skills as they fit puzzle pieces together. Older children take turns in conversation. Staff build their confidence and encourage them to talk and share their experiences in a group effectively. Older children recognise their names on boards and learn to read their names on signs as they find their seat at the lunch table. They enjoy acting out stories and learn rhyming words and letter sounds during an enjoyable hiding game staff provide.

Personal development, behaviour and welfare are good

Children enjoy the company of other children and their social skills develop well. Younger children are closely supported to take turns with toys. Older children build friendships and staff encourage them to watch and learn from more-capable peers, as they play games together. Staff encourage children to be active and enjoy spending time outdoors in the fresh air. For instance, staff take the time to set up the different areas outside in a stimulating way, to offer children a wide variety of experiences and inspire them to develop their skills. Staff have recently added an additional area and developed an 'allotment garden', to teach children more about nature, plants, produce and growth.

Outcomes for children are good

Children make good progress, given their starting points, including two-year-olds in receipt of funding. Children learn to count, recognise colours and shapes. They listen and concentrate well and are developing positive attitudes towards learning. Children with SEND and those for whom the pre-school receives additional funding are well supported to reach their potential. Children acquire the skills they need for the next stages in their learning and their move on to school.

Setting details

Unique reference number	EY545417
Local authority	Somerset
Inspection number	10093094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	34
Number of children on roll	48
Name of registered person	Little Discoveries Childcare Limited
Registered person unique reference number	RP545415
Date of previous inspection	Not applicable
Telephone number	01935 477122

Little Discoveries Preschool registered in 2017. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications from level 2 to 3. The pre-school opens Monday to Friday from 8am until 6pm, during school term times only. The pre-school provides funded early education for two-, three- and four-year-old children.

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