

# Inspection of Little Hoppers Pre-School

St. Phillips Church, Wadgate Road, Felixstowe, Suffolk IP11 2LY

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Inspection date: 24 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The owner/manager has a clear vision for the pre-school. She aims to provide an environment where all children and their families feel welcome and safe. Children arrive happily and are confident to choose what they would like to do. They are engaged in their play and, as a result, their behaviour is good. Children make friends and enjoy their play together. The role-play area is well used and children develop their imagination.

Children concentrate as they explore play dough. Staff support children well as they learn to use scissors safely and with control. Children's independence is promoted effectively. Babies sit at a table to eat and are encouraged to use spoons at mealtimes. Two-year-old children show a strong determination to manage tasks for themselves. For instance, they select the boots they would like to wear, and have a go at putting them on before going outside.

Staff are given time to complete training to develop their skills and enhance their knowledge. They are confident to implement new ideas in the pre-school. Staff encourage children to develop their mathematical understanding at every opportunity. Recent changes to the environment reflect this particularly well. For instance, children use picture cards to identify how many pieces of fruit and cheese to select at snack time.

## **What does the early years setting do well and what does it need to do better?**

- The owner/manager supports staff well and morale is good within the team. She takes account of staff's skills and experiences and encourages them to reflect on their practice. The owner/manager uses initiatives such as 'manager's employee of the month' to show staff her appreciation for their hard work. This helps to support staff's emotional well-being.
- Partnerships with parents and carers are good. Staff exchange information with them about their children's care and education. They encourage parents and carers to regularly share what children enjoy, and the activities children have done at home. This contributes to plans that staff make in the pre-school to support children's learning needs. Parents comment positively on the variety of activities offered and the amount of time children spend outdoors.
- Staff provide children with a good range of resources, indoors and outside, that promote children's natural instincts to explore. For example, outdoors, children delight as they use their hands to splash in a water tray containing slices of oranges, lemons and limes. Children take appropriate risks as they play, such as jumping in muddy puddles. Staff are close by to provide support when necessary.
- Children's good health is promoted well. They have opportunities to access fresh

air and to exercise daily. Children are enthusiastic as they take part in yoga sessions. They learn about healthy practices, such as handwashing before eating. Staff provide parents with advice about which foods to include in their children's lunch boxes to encourage healthy eating. They help children to become independent in managing their personal needs. Staff work closely with parents to support children with toileting.

- Staff understand the importance of promoting younger children's communication and language skills. They speak clearly to babies and toddlers and introduce new words to their vocabulary. Children are confident to engage with adults. They listen well and follow instructions. However, sometimes, staff do not extend children's curiosity or provide further challenge to help them make even better progress.
- Staff encourage children of all ages to enjoy books. They provide props to enhance traditional tales, such as 'The Three Little Pigs'. Babies select board books independently and point at the pictures. Children understand that print carries meaning. Staff support children well to learn letter sounds, and some children are confident to identify familiar letters on a keyboard.
- Staff help children to take turns with popular items, for example, by introducing a sand timer to encourage children to wait. However, staff do not always support children to talk about, or learn how to manage, their own feelings.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant and can identify signs that a child may be at risk of harm. They know the procedures to follow if they have any concerns about a child's welfare. Leaders keep robust records and understand their responsibility to report any concerns to the appropriate professionals. The owner/manager provides staff with short quizzes and discusses safeguarding scenarios to help ensure that all staff are aware of a wide range of child protection issues. Staff complete risk assessments to keep areas safe for children to use, including on trips out of the pre-school.

## **What does the setting need to do to improve?**

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

- use every opportunity to build on children's curiosity and understanding to help them make the best possible progress in their learning
- enhance teaching strategies to support children to understand how to manage their own feelings.

## Setting details

<b>Unique reference number</b>	EY559863
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10092125
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Bonnet, Penny Mary Louise
<b>Registered person unique reference number</b>	RP559862
<b>Telephone number</b>	01394286998
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Hoppers Pre-School registered in 2019. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Harris

### Inspection activities

- The inspector had a tour of the pre-school and made observations throughout the inspection of children's experiences in the pre-school.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out with the owner/manager.
- A meeting was held with the owner manager and the deputy manager.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and training.

We carried out this inspection 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.

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