

Inspection of Little Legend Pre-School

Friar Park Millennium Centre, Friar Park Road, Wednesbury WS10 0JS

Inspection date: 8 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

There have been significant improvements to the pre-school since the last inspection. The manager and staff have worked hard, following the guidance and support of other professionals to reflect on their practice and procedures. They have successfully devised and implemented clear action plans to drive improvements forward and enhance the provision for children. All required information and records are in place and contribute to the safe and efficient management of the pre-school. Staff have high expectations, put children first and provide a caring and inclusive environment. Children are forming close relationships with their key persons and other staff. They are happy, confident, foster a positive attitude towards learning and enjoy exploring their surroundings. Staff are good role models. They use positive reinforcement and adopt a calm and relaxed manner. Children enjoy receiving a sticker and praise for positive behaviour. They respond well to consistent routines, gentle reminders and clear boundaries. Children understand what is expected of them. They are learning to value and respect one another and take care of resources and equipment. Staff provide opportunities for children to learn about responsibilities and keeping themselves safe. Children proudly demonstrate how to carefully use a knife to slice fruit. They confidently participate in regular fire drills, lining up and calmly walking to the safety point.

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

- Staff are valued and guided by supportive managers. There are good opportunities for staff to enhance their professional development. For example, they observe and assess one another's practice, attend training events, complete research online and share what they learn at regular team meetings. Managers build on staff's particular interests and strengths, providing a focused programme to help staff enrich their teaching skills further.
- Staff have introduced new systems and now observe and assess children's ongoing progress effectively. This helps them to get to know the children well and identify children's individual learning styles. Staff use what they find to help them plan activities which are matched to children's emerging needs and provide a good level of challenge.
- Staff regularly share details of children's progress with parents and suggest ideas about how learning can be further enhanced at home. Parents explain that the information shared with them accurately captures their child. They are happy with the progress their children are making. Parents are pleased with the ways that their views about the provision are requested and listened to and appreciate being involved in ongoing improvements.
- Staff identify when children are not reaching expected developmental milestones. They work effectively with other professionals and parents to work

out how best to support children in catching up with their peers.

- Staff help children to develop their communication and language skills. They have completed training and liaise with other professionals to discover different techniques to use. Staff use simple sign language alongside words and phrases to encourage children to express their needs and develop new vocabulary.
- Children join in with familiar songs and actions. They listen and enjoy using props as staff read stories. Children also benefit from visiting the mobile library and often choose books to take and read at home.
- Staff promote and reflect diversity through well-organised activities and events. Stay-and-play sessions are well attended by children's family members and provide opportunities to learn about different cultures and traditions. Staff learn key words and phrases to enrich communication with parents and children who speak English as an additional language.
- Children explore the environment and resources well. They take turns to play with torches and show their friends the shapes they see on the walls in the dark sensory area. Children use real fruit and vegetables in the role-play kitchen. This play is effectively extended to the kitchen in the garden where children use pasta, oats and lentils to make 'dinner'.
- At times, activities are too adult directed and staff are too quick to step in, rather than encouraging children to persevere and complete tasks for themselves.
- There are well-planned activities for learning outdoors and children benefit from plenty of fresh air and exercise to promote their health and well-being. However, staff are sometimes reluctant to act on children's requests on the spur of the moment and some experiences are restricted to certain times of the year.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are fostered well. Managers and staff attend courses and access online training to refresh their knowledge and understanding of different aspects of child protection. They identify signs and symptoms of abuse and are clear about reporting processes, including whistle-blowing. Staff are vigilant, effectively deployed and keep the premises secure. They carry out regular safety checks of the indoor and outdoor environments, including the large soft-play facility on site and the fields behind the pre-school where they take children to see the horses.

What does the setting need to do to improve?

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

- enrich opportunities for children to make more independent choices and complete tasks for themselves

- make the most of the experiences for learning outdoors so that children's interests can be followed spontaneously and throughout the year.

Setting details

Unique reference number	EY477194
Local authority	Sandwell
Inspection number	10084473
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Little Legend Nurseries Ltd
Registered person unique reference number	RP901100
Telephone number	0121 4488460
Date of previous inspection	25 October 2018

Information about this early years setting

Little Legend Pre-School registered in 2014. The pre-school employs five members of childcare staff, all of whom hold an appropriate early years qualification at level 3. It opens Monday to Friday from 8.45am until 11.45am and from 1pm until 4pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lucy Showell

Inspection activities

- The inspector and manager completed a learning walk throughout the pre-school to understand how it operates and how the curriculum is organised.
- A joint observation was completed with the manager. The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

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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