

Inspection of Little Learners Pre-School

Woodcock Road, Stevenage SG2 9PG

Inspection date: 9 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff are dedicated to fulfilling their role, and provide good-quality opportunities and experiences for children. They are excellent role models, and children positively benefit from their whole-team approach towards the learning and care they provide. Children show that they feel safe and secure. They arrive happy and immediately engage in the stimulating and interesting activities. Children confidently explore the environment and express curiosity. For instance, they discover how to make marks on paper by using small tools and their fingers dipped in paint. Children smile with delight as they create new colours by mixing different colours together.

Children are independent individuals. They manage to put on their outer clothing with minimal support from staff. Children prepare and serve themselves a healthy snack. They behave well and work together to build large structures, using different-shaped foam blocks. Children listen to each other's ideas and work out how to solve problems together, such as the best way to position a rectangular block on top of triangular blocks.

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

- Leadership and management at the pre-school are good. The manager has high expectations and is very reflective on the provision she provides. This helps to drive the setting forward and is effective in matching the needs of the setting with the training needs of staff. The manager supports the professional development of staff in a collaborative method through regular supervision.
- Children's individual interests and their previous experiences inform the pre-school's well-designed curriculum. This means learning is meaningful. Assessment of children's achievements is precise. This enables all staff to know if there is a particular aspect of learning that requires additional focus. Staff are patient, kind and knowledgeable. They help children to settle quickly and build a strong sense of belonging. Children display close and strong bonds with all staff members, who know the children very well.
- Children have many opportunities to play outdoors and to be physically active. Staff make the very best use of the pre-school's location. For example, children participate in running races at the adjacent athletics track, and visit the local park to climb large apparatus and enjoy woodland walks. In addition, they bounce on the trampoline and develop good reactions as they quickly jump into a hoop when the music stops.
- Strong relationships exist between parents and staff from the outset. Staff keep parents fully informed of their child's good progress. They provide a variety of opportunities to enhance parents' understanding about how their child's learning can be supported at home. For instance, the introduction of home-learning

activity bags is successful, as well as the lending library. Children proudly select a book to share with their family at home. Parents comment how this has really helped their children to develop a love of books. Parents are very complimentary about the staff. They describe them as 'wonderful' and 'brilliant'.

- Children use early mathematics in their play. For example, they use coloured cotton reels to create a pattern and have fun joining in with action songs that introduce them to subtraction.
- Staff are skilful at capturing children's listening and attention skills. For instance, when they read to children, they are enthusiastic and use intonation in their voice. However, staff do not consistently adapt the way that they speak to younger children to fully support their understanding and encourage them to develop their language skills further.
- Staff help children to understand the routine of the session. For example, they use a wealth of visuals and basic sign language. However, staff do not fully support children who speak English as an additional language to use their home language to enhance their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance among the staff. They have a good understanding of how to identify potential signs and symptoms of abuse, and the procedures they would use to report any concerns. This helps to support the welfare of children. The manager's robust recruitment processes help to guarantee the suitability of staff. Staff receive opportunities to update their knowledge of wider and changing safeguarding issues, such as radicalisation. Clear procedures for the use of children's photographs on the pre-school's social media page are in place.

What does the setting need to do to improve?

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

- provide more consistency for younger children to extend their communication and language abilities further
- strengthen opportunities for children to develop and use their home language.

Setting details

Unique reference number	EY546377
Local authority	Hertfordshire
Inspection number	10130775
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Cork, Elizabeth Alice
Registered person unique reference number	RP546376
Telephone number	01438229560
Date of previous inspection	Not applicable

Information about this early years setting

Little Learners Pre-School registered in 2017. The pre-school employs four members of childcare staff, all of whom hold early years qualifications at level 2 or above, including the manager, who holds early years professional status. The pre-school operates from Monday to Friday during term time only. Sessions are from 8.55am until 11.55am. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector and the manager completed a walk around the pre-school and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector held discussions with staff and children at appropriate times during the inspection. She held a meeting with the manager and reviewed a sample of records, including evidence of staff's suitability and qualifications.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of staff's teaching and their interactions with children during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector spoke to a number of 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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