

Inspection of The Little People

2nd Davyhulme Scout Hut, Bowfell Road, Urmston, Manchester, Trafford M41 5RN

Inspection date: 18 February 2020

| | |
|--|--------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| 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

Children are happy, well settled and have lots of fun in this homely, welcoming setting. The air is filled with the sound of laughter as children and staff play and learn together. Children confidently engage with adults and show that they feel safe and secure. For example, they are keen to share their learning with visitors and invite them to join in their play. Children learn right from wrong and respond extremely well to the consistent praise and high expectations of staff. They are sensitive to the needs of others and demonstrate an extremely helpful attitude towards staff and each other. Children behave very well.

Children of all ages have a wonderful time when they engage in a singing and dancing activity. They dress up in grass skirts, listen to music and play the ukulele. Children are full of enthusiasm and demonstrate the hula dance with remarkable skill. This helps to enhance children's physical skills and creative development. There are rich opportunities for children to learn about people and communities beyond their own experience. For example, children find out where coffee beans grow, learn about festivals and explore different countries around the globe. Staff provide effective support for children who speak English as an additional language. For example, they find out and use simple words and phrases in children's home language and use these alongside English. This helps children to acquire the words that they need to communicate in English.

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

- The highly qualified and knowledgeable manager and well-qualified staff have worked extremely hard to improve the quality of the setting since registration. Staff are committed to drive improvements to create a safe and stimulating environment that inspires children to learn and achieve well. The manager monitors practice and coaches staff to help them to develop further.
- Staff role model excellent language and introduce new words to help to extend children's vocabulary. Children learn new words, such as 'passion fruit', 'smooth', and 'lei', which is a Hawaiian garland. They confidently use complicated sentences and ask and answer questions. For example, during a hand-painting activity, children ask staff, 'Does the paintbrush tickle?' and, 'Would you like to do it yourself?'
- Children develop an excellent range of early literacy and mathematical skills in readiness for school and their future success. For example, pre-school children blend and segment words and complete simple sums. Younger children develop pre-writing skills as they participate in activities to strengthen their small-muscle control and coordination. For instance, they cut up herbs with scissors and use screwdrivers to attach screws to boards.
- Staff make good use of information from observations to assess what children

know and can do. They plan a wide range of meaningful and fun learning experiences. Staff encourage children to take part in story and singing sessions. However, some group-time activities for two-year-old children are not always planned effectively to ensure children are fully engaged in their learning.

- Children are extremely independent as they use the toilet, self-serve snacks and put on and fasten their coats. They access the outdoor area at set times throughout the day. Children enjoy the fresh air and explore a selection of equipment. However, the outdoor provision does not currently offer an extensive range of stimulating experiences to challenge and motivate children.
- Partnerships with parents are superb and a key strength of the setting. Staff frequently inform parents of their children's learning, development and progress. They provide parents with activity bags and story sacks to share with their children at home. This helps to provide children with high levels of consistency in children's care and learning.
- Staff make the most of children's interests to help to motivate them to learn. For example, they provide children with large pieces of egg-shaped ice with plastic dinosaurs frozen inside. Staff ask children to think about how they can get the dinosaurs out of the ice. Children suggest that they could crack the ice open. They find hammers from the construction area and eagerly chip away at the ice until the dinosaurs are free.
- The manager makes excellent use of additional funding to maximise the positive impact on learning outcomes for children. Staff work highly effectively with external professionals to ensure that they quickly identify and meet children's needs to an optimum level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the signs and symptoms of abuse and neglect. They confidently speak about the action to take should they have concerns about the safety or welfare of a child. The manager implements robust recruitment and vetting procedures to ensure staff are suitable to work with children. Staff are extremely vigilant regarding children's safety. They undertake rigorous risk assessments to ensure children stay safe. Staff ensure all areas of the setting, including the outdoors, are safe and secure at all times.

What does the setting need to do to improve?

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

- review the planning of group-time activities for two-year-old children to ensure they remain interested and fully engaged in their learning
- develop the planning of outdoor activities to provide more challenge and stimulation, particularly for children who prefer to play and learn outside.

Setting details

| | |
|--|---|
| Unique reference number | EY551653 |
| Local authority | Trafford |
| Inspection number | 10143550 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 45 |
| Number of children on roll | 72 |
| Name of registered person | The Little People Preschool And Playgroup Ltd |
| Registered person unique reference number | RP551652 |
| Telephone number | 07432549176 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Little People registered in 2017. The setting employs 11 members of childcare staff. Of these, one holds qualified teacher status, one holds an early years qualification at level 5 and one holds a qualification at level 4. There are six members of staff who hold relevant qualifications at level 3 and two at level 2. The setting opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 8am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Kelly

Inspection activities

- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk across all areas of the setting and grounds to explain how the early years provision and curriculum are organised.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- A joint observation of a planned adult-led activity was completed by the inspector and a senior member of staff.
- Relevant documentation, such as safeguarding policies and procedures and children's records were looked at by the inspector.
- The inspector checked evidence of the qualifications and suitability of staff working in the setting.
- The manager explained to the inspector the self-evaluation process and the procedures for monitoring staff performance.
- Several parents shared their views of the setting with the inspector on the day of the inspection. The inspector 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020