

Inspection of Little Rovers Preschool

Barton Rovers Football Club, Sharpenhoe Road, Barton-Le-Clay, Bedford,
Bedfordshire MK45 4SD

Inspection date: 15 June 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at this friendly pre-school and separate from carers happily. They enjoy investigating a variety of age-appropriate activities both indoors and in the enclosed outdoor area. Staff maintain strong partnerships with the community. This means that children can access exciting learning opportunities outside the setting. For example, the pre-school uses several areas of neighbouring land to hold sports days and maintain plants.

Parents and carers take an active role in supporting the pre-school. They use their skills and knowledge to provide resources to enhance children's learning. Parents are also asked to provide snacks to share. Children take pride in showing their friends what they have chosen to bring in.

Children feel secure in the setting. Staff have a nurturing approach and interact warmly with children. They consistently role model good manners and kind behaviour. Staff are aware that some children need more support in certain activities. For example, in a 'roll the ball' game involving all children, the quieter ones cuddle up next to staff for reassurance.

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

- Parents speak highly of the pre-school and staff. They comment on how children enjoy their time at the setting. Parents feel that staff support children to follow good routines. Children are learning skills to prepare them for starting school.
- Children benefit from a variety of exciting outdoor learning opportunities. They regularly investigate a wooded area called 'adventure land'. Children develop self-confidence when learning to manage risks by navigating the steep slopes.
- Staff place a sharp focus on children's communication and language skills. They adopt local initiatives to support children's learning. Staff talk passionately about how they implement the programme and the positive effect it has on children's language.
- Children develop a good understanding of healthy eating. Staff and children discuss the importance of drinking plenty of water on hot days. Children enjoy eating healthy snacks and talk about why these are good for them.
- Children are learning to resolve conflict. Staff intervene at appropriate times. They use age-appropriate language to explain the importance of taking turns and being kind.
- Staff supervise activities well. They interact with children, praising their achievements. However, staff do not always take the opportunity to extend children's learning. For example, when playing games where they count, children are not supported to continue the sequence.
- There is an effective key-person system in place. Staff have a good knowledge

of children's individual strengths and areas of development. They plan activities based on their next steps and children's interests.

- Staff teach children how to keep themselves safe and healthy. When they arrive, children go straight to a member of staff to have their temperature taken. They know to wash their hands before snacks and lunch. However, staff do not fully encourage children's understanding of the importance of these practices, such as washing hands after coughing and sneezing.
- Staff support children to be independent. At snack time, they collect their own plates and cups before sitting down. At lunchtime, staff encourage children to open their own packed lunches. Children are developing the skills needed for school.
- Leaders support staff well and work in partnership with them to reflect on how they run the pre-school. They make changes based on their knowledge of the children. For example, after a trial of rolling snack, staff recognise that children enjoy the social interactions of eating together.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of the signs and symptoms that indicate a child could be at risk of harm. They know how to report any concerns in a timely manner to the correct safeguarding organisation. Staff are vigilant in making sure children are always supervised. They keep their safeguarding knowledge up to date by completing various online training courses.

What does the setting need to do to improve?

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

- support staff in understanding how to further extend children's thinking and learning during activities
- offer children further opportunities that support them in understanding the importance of personal hygiene practices, such as washing their hands after coughing or sneezing.

Setting details

Unique reference number	EY560164
Local authority	Central Bedfordshire
Inspection number	10194132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Pulloxhill Pre-School Playgroup Committee
Registered person unique reference number	RP518976
Telephone number	07912964057
Date of previous inspection	Not applicable

Information about this early years setting

Little Rovers Preschool registered in 2018. The pre-school employs four members of staff, all of whom hold appropriate level 3 qualifications. It opens from 9am until 3pm Monday to Friday during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching indoors and outside to assess the impact on children's learning and development.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector and the team leader completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents.
- The inspector and staff discussed how the early years setting is organised.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of three children.

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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