

Inspection of The Little Hut Pre School

2 Slatyford Lane, Newcastle Upon Tyne NE5 2UN

Inspection date:

21 June 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children's behaviour is exemplary. Children treat each other with high levels of respect and show remarkable, trusting friendships. They jump with excitement as their friends arrive and rush to greet them with open arms. This shows the superb friendships that children form at this welcoming pre-school.

Children listen with high levels of attention and concentration to the nurturing adults who care for them. They have a strong drive and show curiosity to learn. Children investigate exploration areas and independently select their own resources from the remarkable environment. For example, they carefully examine objects using binoculars and magnifying glasses. They demonstrate wonderful levels of imagination and offer giant acorns to visitors to hold. Children explain that they have to be careful as the acorns are 'dinosaur eggs'. They show high levels of engagement during these activities. Children carefully look for toy dinosaurs behind real, large, leafy plants. They take others on their imaginary 'safari' journey as they talk with excitement about what they can see.

Staff have high expectations of all children in their care. Young children immerse themselves in the sounds they make when banging together utensils and kitchen equipment, which staff have carefully arranged. They giggle as they jingle and bang metal tins and lids. Staff model simple rhythms and encourage children to repeat the actions. Children show excellent listening and attention skills as they successfully repeat the sounds back to staff.

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

- Leaders and staff share a remarkable vision that translates through their superb practice. They complete extensive research in to how children learn. Leaders and staff plan an exciting curriculum that ignites children's curiosity to learn. They design rich and inviting calm spaces in their wondrous setting. This helps them to expertly focus on promoting children's language skills. Children, including those who have special educational needs and/or disabilities, excel in all areas of their development. They engage in interesting and stimulating conversations with others. Staff pretend to encounter problems as they play alongside children. They ask children for help and provide thought-provoking questions to children. Staff provide inspirational teaching that helps children to feel trusted and valued.
- Leaders embed inclusive practice throughout everything they do. Their heart warming dedication to the setting transpires through the superb rates of confidence which children develop. Children are exposed to a wealth of experiences and learn about other cultures and traditions. They wear headscarves and hats from other cultures and learn about festivals that others

celebrate. Children eagerly shout out 'hello' in numerous languages. Staff work in partnership with others to offer individualised support for children who speak English as an additional language.

- Partnership working with parents is a key strength of this setting. Parents speak highly of the dedicated staff team. Despite the restrictions presented by the COVID-19 (coronavirus) pandemic, parents are continually involved in all aspects of their children's learning. Staff share what they intend children to learn and create a 'lending library' for parents. This includes the loan of books and resources. Staff provide tailored assessments for children's learning.
- Leaders target funding for eligible children. They work collaboratively with professionals and parents to focus on children's specific needs. Staff attend meetings with other professionals and monitor actions set to help children reach their individual targets. This means that all children are exceptionally prepared for future success.
- Children show high levels of independence. They thrive on the age-appropriate tasks that staff offer. For instance, they rush to help during routine activities, including tidy up. Older children are able to serve themselves and confidently support others. Children arrive at the setting and find their own photograph. They confidently register their own attendance before marching to the bathroom to wash their hands.
- The pre-school is part of the wider community. Leaders and staff involve local residents in open days and celebrations. In addition, they offer food bags and parcels to elderly residents. Children benefit from the use of resources and activities available in this welcoming community.
- Children are highly engaged in their learning. They excel in their literacy skills. Children paint using various sized brushes and large buckets of water. They use the water to paint on walls. Children talk eagerly to others about the marks they make. Leaders discuss how they have shaped their environment to include all children to extend their literacy skills. For instance, they use children's interest in superheroes and introduce exciting writing utensils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have meticulous safeguarding arrangements in place. This includes comprehensive recruitment procedures to ensure that those working with children are suitable. Leaders share their expertise with staff through meetings and supervision sessions. They place a very large emphasis on the promotion of staff and children's well-being throughout the setting. Leaders provide inspirational support and guidance to staff. Staff are highly vigilant and show diligence when supervising children. Staff show an impeccable understanding of safeguarding procedures and practices. They understand complex safeguarding matters and how to address any concerns about a child.

Setting details

Unique reference number	EY553832
Local authority	Newcastle upon Tyne
Inspection number	10174480
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 at time of inspection	2 to 4
Total number of places	40
Number of children on roll	18
Name of registered person	The Little Hut Pre School Community Interest Company
Registered person unique reference number	RP553831
Telephone number	0191 2749618
Date of previous inspection	Not applicable

Information about this early years setting

The Little Hut Pre School registered in 2017. The pre-school employs two members of childcare staff and both hold appropriate early years qualifications at level 3. Two managers hold level 6 qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders and the inspector completed a learning walk together and discussed how they implement their curriculum.
- The inspector carried out a joint observation with one of the leaders.
- Parents spoke to the inspector about how staff share information about their child at the setting.
- Children spoke to the inspector about what they like to do at the setting.

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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