

Inspection of Littlemore Preschool

Sunflower Room, Littlemore Community Centre, Giles Road, OXFORD OX4 4NL

Inspection date: 25 June 2021

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

On arrival, children confidently leave their parents and happily settle to play. Children make their own choices about what to do. They use their ideas when they explore activities and are imaginative. For example, children enjoyed making their own creations with dough. Children develop independence and a sense of responsibility. For instance, they help to tidy up and serve their own snacks. Children develop muscles and movement in their hands and fingers, which helps prepare them for writing. For example, they cut dough with scissors, scooped rice with spoons, and turned levers on water dispensers. Children learn to take risks and challenges, such as balancing across low-level tunnels and crates. Staff build children's confidence and self-esteem, including through positive praise and encouragement.

Overall, children develop concentration skills as they sustain a good level of interest during most activities. Children who need extra help to catch up are supported well. Staff know and understand their needs and how to help them. Careful consideration is given to the use of additional funding to support children's needs. For instance, books were bought in languages children speak at home, along with a 'pen' that reads out the print in other languages. This enables children to learn about languages around the world and to share stories with others.

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

- The welcoming environment supports children's strong sense of belonging and values them as individuals. For example, photographs of the children and their families are displayed. Staff show sensitivity towards children who find it more difficult to manage their behaviour. For example, they allow children time to work through their feelings. Staff provide consistent messages and help children work together to resolve issues. For instance, staff suggested the use of a sand timer to help children take turns with a toy. However, staff do not fully consider the routines and how these may affect children's behaviour and engagement in learning. For example, children's behaviour started to deteriorate near to snack time as they were getting hungry.
- Staff know the importance of supporting children's communication and language, particularly those at risk of falling behind. They do this well. Staff help children to learn new words. They respond to what children say and introduce new words and simple sentences. Staff consider the arrangements for group activities well. For example, stories are read to separate groups of younger and older children. In addition, staff offer books of a suitable length and content for children's ages, which encourages them to listen and take part.
- Staff promptly identify children who need extra support in their development. They seek guidance from professionals and work with them and parents to

support children's individual needs well. Staff have a good understanding of their key children and their learning needs. However, sometimes, they do not promote children's learning further. For example, at times, staff do not extend their interactions with children as effectively as possible.

- The manager and staff reflect on their work well. The manager is a good role model to the other staff. Since the last inspection, positive improvements have been made. The manager and staff undertake regular professional development, including training to gain qualifications. The manager and staff use what they have learned well to help improve the learning environment and their practice. For example, training about schemas has helped the staff to consider resources and activities that support children's learning preferences and interests. Staff say that they feel supported in developing their practice and that their well-being is promoted.
- Partnerships with parents are good. Parents appreciated the support they received during the closure of the pre-school during the lockdown. For instance, staff delivered activity packs to support children's play and learning. In addition, they regularly checked how parents and the children were at this time. Parents speak very positively about the support their children receive and the information shared with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their role in safeguarding. They regularly refresh and review their safeguarding knowledge and understanding. For example, through training, discussions at team meetings and quizzes. They know how to identify possible concerns about children and adults and what to do to manage these, including making referrals to appropriate professionals. Staff are aware of wider safeguarding matters and how to recognise signs, such as adults being drawn into extreme ideas. Regular checks of staff's suitability ensure they remain suitable to work with children.

What does the setting need to do to improve?

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

- develop the quality of staff interactions and their engagement with children during activities, to extend children's learning and development more effectively
- review the routines of the pre-school to help meet children's needs as well as possible.

Setting details

Unique reference number	134012
Local authority	Oxfordshire
Inspection number	10133597
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	20
Number of children on roll	19
Name of registered person	Littlemore Preschool Committee
Registered person unique reference number	RP518074
Telephone number	01865396449
Date of previous inspection	2 December 2019

Information about this early years setting

Littlemore Preschool registered in 1992. It operates from a community centre building in Littlemore, Oxford. The pre-school receives funding to provide free early education to children aged two, three and four years. It is open each weekday, from 9am until midday, during school term times. There are four staff employed to work with the children. Of these, three staff hold recognised early years qualifications between level 2 and level 6. In addition, two of the staff are working towards gaining recognised qualifications at level 2 and 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting received since the 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 manager showed the inspector the learning environment and explained the curriculum intentions.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gained some parents' feedback by holding discussions with those available at the beginning of the inspection.
- Staff discussed their work with the inspector. The children and the inspector chatted to each other and activities and routines were observed.

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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