

Inspection of Little Flyers Pre-School

Middle Road, Sway, Lymington, Hampshire SO41 6BB

Inspection date: 1 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children in the pre-school are very much at the heart of the community and this supports them to thrive and feel part of something wider than the pre-school. They get excited at the thought of taking part in the village carnival and dressing up as pirates. Staff make good use of opportunities like this to support children's independence as they select their role play dressing-up resources and dress themselves.

Children are supported through the well-resourced learning environments indoors and outdoors. This support is extended outside of the pre-school as children wave to local buses and talk about where they might be travelling to. This promotes children's knowledge of their local area and develops good communication and language skills.

Although parents now drop off and collect their children at the gate, the children settle quickly with familiar adults with whom they have developed close relationships. Children show kindness towards each other as they follow the rules and boundaries. For instance, they use sand timers to help them identify when it is their turn to use the bicycles.

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

- The manager works directly with the staff to provide a high-quality learning environment. She has worked closely with the local authority since the last inspection to make positive changes. The committee that governs the pre-school ensures statutory requirements are met. Together they have a programme of supervision and training which supports staff to deliver good-quality teaching.
- Staff plan well for children to learn at their ages and stages of development and create an environment that supports this. They place a strong focus on supporting children's independence and their ability to take care of their personal hygiene. For example, children are quick to use the nose-wiping station.
- Overall, staff use assessments of children's learning to plan effectively. They know children well and use this to progress their skills and knowledge. However, staff do not always adapt their teaching to provide the highest levels of challenge for all children during planned activities. For example, older and most-able children are not fully challenged to problem-solve when creating a treasure map. Gaps in progress are quickly identified and action is taken to ensure that children receive a good start.
- Staff incorporate a mixture of children's interests and what they know children need to learn next. This is implemented through enjoyable and purposeful activities. For example, children learn how to express different emotions as they

use mirrors to make different faces. There are times, particularly during group circle time, when staff do not promote valuable learning experiences for all children. For example, some children's concentration wanders during a singing and musical instrument activity.

- Children talk confidently about what they have learned. For instance, they take pride in the growth of their recently planted flowers and explain what they need to grow, such as water, sun, bees and 'love'. Children have access to a range of equipment to help promote good physical development. They show enjoyment as they crawl through tunnels, climb and jump when completing an obstacle course.
- Staff are quick to respond to enhance children's learning in the moment. For example, as children showed an interest in large numbers when playing outside, staff encouraged new vocabulary as they introduced the word 'mathematician' and explained the meaning.
- Staff consistently promote positive behaviour and role model this extremely well. Children replicate what they observe from staff. For instance, they apologise and check that their peers are not hurt when they accidentally bump into one another.
- Staff work well with other professionals to support children's overall well-being, health and development. Consequently, all children make good progress and thrive in their learning.
- Parents speak highly of the support they receive from the setting. They report that their children develop good levels of independence, for example good eating habits and handwashing. Parents are thankful for the tailored support their children receive to ensure their medical needs are catered for.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have developed their safeguarding knowledge since the last regulatory Ofsted visit. Those with lead responsibility for safeguarding have attended refresher training, which has enhanced their overall knowledge. They are confident in identifying the signs that a child could be at risk of harm. Staff have a thorough knowledge of wider aspects of safeguarding, such as extremism, gang crime and female genital mutilation. They are confident with their roles and responsibilities to keep children safe, including the procedures for escalating concerns about children or staff in the event that their concerns are not listened to. Staff manage risks effectively to ensure children are safe throughout the pre-school.

What does the setting need to do to improve?

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

- consider how best to use information from assessments to place a higher focus

on challenging all children fully, particularly the most able children

- review group times to ensure these are valuable and purposeful for all children.

Setting details

Unique reference number	109842
Local authority	Hampshire
Inspection number	10132183
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	22
Name of registered person	Little Flyers Pre-School Committee
Registered person unique reference number	RP517978
Telephone number	07789121675
Date of previous inspection	12 November 2019

Information about this early years setting

Little Flyers Pre-School registered in 1970 and is managed by a voluntary committee. The pre-school operates from a dedicated room in Sway Village Hall in the Sway area of Hampshire. It is open each weekday from 8am to 5pm, during term times. It also provides holiday provision, dependent on demand. The pre-school accepts funding for the provision of free early education for children aged two, three and four years. It employs five members of staff, four of whom hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Hayley Doncom

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.
- The inspector and the manager carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documents, including staff suitability checks, safeguarding documents and attendance registers.
- A leadership meeting was held with the inspector and the manager.

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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