

# Inspection of Little Robins Pre-School

C/o St. Marys Primary School, Brampton Road, Melton Mowbray, Leicestershire  
LE13 0NA

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Inspection date: 31 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well and are happy in the pre-school. They arrive confident and ready to play and explore. The caring staff greet the children by name as they arrive and ask them how they feel. Later in the session, children beam a big smile when staff show a genuine interest in what they have to say. This contributes to their sense of belonging and helps to develop their self-esteem.

Children spend a long time at activities of their choosing. Dough play is popular. As they play with this, children use their imagination well to create 'a creek' for their 'frog' and make pretend cakes for staff to eat. Children begin to place candles on the cake and staff ask, 'How many more do you think you need?' Children count one to six and comment, 'We need one more'. This contributes to children's growing mathematical skills.

Children have a positive attitude to their learning and development. They ask staff if they can help to set up the outdoor environment. Children busy themselves setting up the equipment. They put out the cones that represent the boundary around the play space to help keep them safe. Children ask for a dustpan and brush to clear the area of recently cut grass. They show motivation and a genuine enthusiasm to help others with pre-school routines.

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

- The manager shows dedication to ensure the pre-school meets the needs of the children, their families, and her staff. She values her staff and as a result, they feel appreciated and are happy to work at the pre-school. The manager is proactive in making changes to the pre-school and takes on board the ideas and opinions of everyone involved. For example, parents commented they wanted better communication. The manager then introduced an online communication system. Parents speak highly of the current two-way sharing of information. This helps to encourage continuity of learning between home and the pre-school. The manager and staff develop strong relationships with the parents. Comments from the parents include, the staff are 'kind and friendly' and, 'They nurture the children and bond with them.' Parents recognise learning that has taken place at pre-school and acknowledge the progress their children have made.
- Staff take their lead from children's play and what they are interested in. This helps them to support and plan for children's learning and build on what they already know and can do. Overall, staff recognise when to engage and interact with children. However, they occasionally place too much emphasis on observing children and not enough on consistently promoting or extending their learning.
- Staff support children's behaviour and attitudes well and act as super role models to the children. Staff give clear instructions and children understand

what is expected of them. Staff support children to understand the consequences of their actions. For example, staff explain, 'If you leave this here, when you come back someone else may be playing with it.' This helps children to develop a positive attitude to the decisions they may make.

- Staff teach children about a healthy lifestyle and good oral hygiene. Children learn the importance of regularly brushing teeth. They use toothpaste to brush and clean pretend teeth. Children enjoy healthy fruit and vegetable snacks and staff talk to them about making healthy food choices from their lunch boxes.
- The manager is mindful that some children may not have as much access to outdoor play as indoor play at home. As a result, staff ensure that children can play outside every day. This helps to promote good physical skills and a healthy lifestyle.
- Staff have a strong focus on promoting children's independence and self-confidence. For example, when children ask for help to put their shoes on, staff suggest they 'have a try'. If they are not able to do this then staff say they will help them. Children are successful in this task and staff offer lots of praise.
- Children are curious in their play. They remain highly engaged in filling and emptying cups with sand in the tray. Children say they want to make sandcastles. Staff ask them what they may need to do this. Children confidently fetch their own water to add to the sand. This staff questioning encourages children to think and problem solve.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm and keep them safe. They have a secure knowledge of the signs of child abuse and a broad understanding of safeguarding issues. Staff know what to do and who to contact if they have a concern about a child's welfare. The manager has a good understanding of how to ensure that newly appointed staff are suitable to work with children. She discusses staff's continuing suitability to work with children at regular supervision meetings. Staff are aware they should only let children leave with known adults and those authorised to collect, contributing to children's safety.

## **What does the setting need to do to improve?**

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

- develop the consistency of staff's engagement and interaction with children to fully support and extend each child's learning.

## Setting details

<b>Unique reference number</b>	EY557945
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10190192
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Adcock, Amanda Jane
<b>Registered person unique reference number</b>	RP557944
<b>Telephone number</b>	07801849544
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Robins Pre-School registered in 2018. The pre-school is based in Melton Mowbray, Leicestershire. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school offers a breakfast club for school-age children, from 8am to 8.45am. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together, of all areas of the pre-school, and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written questionnaires offered.

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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