

# Inspection of LittleU PreSchool

Dickens Heath Primary School, Three Acres Lane, SOLIHULL, West Midlands B90 1NA

---

Inspection date: 1 October 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 Good

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

### **The provision is good**

The very calm and organised learning environment supports children to feel safe and secure. All children, including those who have very recently joined the setting, are consistently engaged in play and learning throughout their pre-school session. The staff are consistently calm and nurturing in their manner with the children. They get to know both the children and their families very well. This supports children to settle quickly, and to become confident to explore the learning environment. The children enjoy choosing how to spend their time and having fun with the familiar adults. For example, they laugh together as they pretend to scare each other with spiders they have made from play dough.

Children behave very well and enjoy playing cooperatively together. Staff teach them to take turns and share. The children are familiar with the pre-school routines and respond positively to staff direction. For example, they eagerly help at tidy-up time. Children begin to learn about the differences between themselves and others, and staff consistently model respectful interactions. Children thoroughly enjoy joining in with the many daily opportunities for singing. Staff skilfully use voice, facial expression, gestures and signs to encourage and enable all children to join in. Children spend time outside every day, and regularly visit the farm and woodland area on the school site.

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

- All children, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, make good progress. There are systems in place to quickly identify and begin to address any gaps in children's learning and development. Staff's good knowledge of the children and strong partnerships with parents support this process well.
- Staff work closely with parents to plan settling-in processes, and the transition on to school, according to children's individual needs. The consistent daily routines support children to feel secure and to settle quickly. However, the current daily routine does not always allow children enough time to become fully engaged in play and learning, and to complete activities without interruption.
- Group learning sessions are skilfully led. Children become fully engaged as they learn about the days of the week, hear the day's 'weather detectives' report, count and sing. At story time they become engrossed as staff read with expression and interest.
- Staff skilfully weave mathematical language and counting into a broad range of activities. For example, at group time staff talk to children about who they are sitting 'next to', 'in front of', and 'behind'. As children draw chalk footprints, staff help them compare the size and count how many there are.
- Staff support children's play and extend their thinking. They encourage children

to persevere when they are struggling, and offer warm, positive feedback. For example, when they want to draw a bear, staff help them to think about the body parts they need to include. However, the planned activities do not offer enough opportunity for children to engage in exploratory and investigative play.

- Children's early language development is well supported. Children are listened to and are encouraged to listen to others. Staff repeat words back to children, modelling the correct pronunciation. New words are introduced to children as they play. Words some children know and use, such as 'rhinoceros', are modelled for others by staff.
- Children are well prepared for the move on to the next stage in their education. The manager works closely with the school on site to ensure continuity of learning. Staff support children to become increasingly independent. For example, they teach children to begin to manage their own coats, and to clear away their bowls and cups at snack time.
- The manager closely monitors the quality of the provision. Regular training opportunities support the setting to remain up to date. Staff feel well supported by the manager and deputy, and regular supervisions support them to develop their practice.
- Relationships with parents are very strong. There are coffee mornings and parents' evenings throughout the year to enable parents to be involved in their children's learning. Parents feel well communicated with and say that the staff 'are amazing'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures they must follow if they are concerned about a child or their family. They are aware of the signs of abuse and neglect to look for and know about wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The manager ensures statutory training for paediatric first aid and child protection are maintained. Recruitment processes are thorough and background checks are completed on new staff. Routine systems, such as high-visibility jackets being worn outside, support staff to keep children safe at all times.

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

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

- review the daily routine to ensure children are given sufficient time to become fully engaged in, and complete, activities within their play and learning
- build on the existing provision to ensure there are more opportunities for children to engage in exploratory and investigative play which will enable them to be fully challenged in their learning.

## Setting details

<b>Unique reference number</b>	EY348264
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10069748
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Brown, Nicola Michelle
<b>Registered person unique reference number</b>	RP514938
<b>Telephone number</b>	07704195695
<b>Date of previous inspection</b>	22 August 2014

## Information about this early years setting

Little U PreSchool registered in 2005. The pre-school opens Monday to Friday, all year round, from 8.45am until 3.15pm. The pre-school employs six members of childcare staff, five of whom are qualified at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Abi Ellis

## 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 her evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed the early years curriculum and the safety and suitability of the premises.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- The inspector carried out a joint observation with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021