

Inspection of Little Crickets Pre School

The George Williams Centre, Friarn Avenue, Bridgwater TA6 3RF

Inspection date:

3 November 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The designated safeguarding leads (DSL) have not ensured that they have provided all staff with sufficient training, support and guidance in safeguarding procedures. The provider has not ensured that new staff receive robust induction when they join the team.

Children enjoy regular walks in their local community, for example alongside the canal. This supports children to make sense of the world around them, to observe and explore nature and to meet a range of people from diverse backgrounds. Children learn about keeping themselves safe and follow instructions, such as keeping behind the white line when they are near the water and holding the walking rope.

Children gain good levels of self-esteem to support their emotional health. Staff celebrate children's achievements, for example sharing 'wow moments' and displaying children's art creations in the gallery. Older children are curious to explore new experiences and have a positive attitude to learning. They explore different textures, using large arm movements to create fireworks in the paint. Positive interactions from staff help children to use tools in different ways, and detailed commentary supports children to develop their language skills. Children confidently use the new vocabulary introduced to them as they play and learn. They are respectful of each other's space and share the tools nicely.

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

- The curriculum is well planned to provide children with a broad range of experiences. Staff consider children's interests and capabilities as they build on what children know and can do. Staff confidently adapt focused activities as children explore their own ideas. For example, older children decide to extend a firework activity and use their hands to explore the paint and make new colours. Staff support children well and encourage discussions to help children explore the language of emotions and how fireworks make them feel.
- Most children enjoy opportunities to share books and listen attentively. However, staff do not organise large-group times as well as they could. They do not always engage all children or minimise distraction to capture their attention.
- Parents feel well supported, especially through the COVID-19 pandemic. Staff provided ideas of how to support learning at home during children's absences, and engaged with the children, for example by using video calls to share stories. There is a good exchange of information as children start at the setting. Staff keep parents up to date with children's care routines using a communication book and daily handovers. Staff provide support, for example in approaches to toilet training, to maintain consistency between home and the setting.

- Children develop close relationships with familiar staff who know them well. Younger children seek cuddles when they need reassurance and are held close to feed. Staff engage younger children in turn-taking games to build relationships, such as passing a ball. They use this repetitive activity to commentate on children's actions well in order to build their language skills.
- Older children enthusiastically join in with dance activities. They follow instructions well and move in a variety of ways. Younger children are not always given the opportunity to extend their climbing abilities in a safe environment. Staff react quickly to prevent injury when children climb on furniture and resources. However, they do not offer alternative experiences for children to gain a sense of what they can do safely, such as taking children outside to use the larger equipment.
- The provider carries out staff suitability checks before they start at the setting. Those who are waiting for Disclosure and Barring Service checks do not work on their own. However, the provider does not ensure robust induction training to help staff understand their roles and responsibilities. For example, some new staff have not completed safeguarding training and their understanding of policies and procedures has not been checked.
- Overall, leaders and managers take time to evaluate and review the service provided. For example, they are currently trialling new ways to assess children's progress to reduce the time staff spend writing observations. This has led to more positive interactions and a more focused approach to identifying children's next steps. Leaders and managers work well with other agencies. They ensure that children's needs are met, in particular those children with special educational needs and those who receive additional funding.

Safeguarding

The arrangements for safeguarding are effective.

The DSLs show good understanding of their roles and responsibilities to safeguard children. They work effectively with other agencies and attend regular meetings. However, they have not provided staff with sufficient training and ensured that they understand how to proceed should they have a concern about the DSL, feel that the DSL is not taking their concerns seriously or need to report a concern about another member of staff. Not all staff understand the role of other agencies in the safeguarding process. However, all staff have good understanding of the possible indicators that a child may be at risk of harm. Staff use risk assessments effectively to ensure the premises are safe and secure. There is a high release button to the main door to prevent children leaving the premises unattended, and fire doors are unobstructed by equipment. The provider ensures staff are deployed appropriately and ratios are maintained.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| ensure staff have an effective understanding of the reporting arrangements if they have a concern about a child and who to contact outside the setting | 26/11/2021 |
| improve induction arrangements to ensure that staff understand their roles and responsibilities, including testing knowledge and understanding of policies and procedures that keep children safe. | 26/11/2021 |

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

- maximise opportunities for younger children to be outside to support their interests in climbing so they get a sense of what they can do safely
- organise group story times to engage children fully and develop their concentration skills without distraction.

Setting details

| | |
|--|---|
| Unique reference number | EY552864 |
| Local authority | Somerset |
| Inspection number | 10212843 |
| 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 | 1 to 4 |
| Total number of places | 31 |
| Number of children on roll | 39 |
| Name of registered person | Eades, Rebecca Louise |
| Registered person unique reference number | RP909756 |
| Telephone number | 07787622552 |
| Date of previous inspection | 6 November 2018 |

Information about this early years setting

Little Crickets Pre School registered in 2017. It operates from the first floor of The George Williams Centre in Bridgwater, Somerset. The setting operates from 7.30am until 6pm Monday to Friday, all year round. The provider/manager holds an early years qualification at level 6. She employs seven members of staff, five of whom hold early years qualifications at level 3. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 provider took the inspector on a learning walk to discuss the intent of the curriculum.
- The provider and the inspector completed a joint observation of a group activity and discussed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff about their key children and how they meet their individual needs.
- The inspector spoke to parents and children at convenient times during the inspection.
- A range of documentation was sampled.

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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