

Inspection of Little G's Pre-school

Unit 6, Chorley West Business Park, Ackhurst Road, Chorley, Lancashire PR7 1NL

Inspection date: 10 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders and staff place children at the heart of everything they do. They are aware of the impact that the COVID-19 pandemic has had on children's emotional well-being. The introduction of useful 'taster sessions' are helping babies and children to feel settled and assured when they first start. Staff greet children with a friendly smile as they arrive each day. They invite children to share information about their home lives and engage in discussions about recent events, such as the arrival of a new baby. This helps children to feel valued and included. Children are clearly very happy at this welcoming and inclusive pre-school.

Leaders and staff aim to create 'a world of imagination and wonder'. They inspire babies to engage in pretend play based on their own first-hand experiences. Babies respond well to simple instructions from staff. They demonstrate their growing understanding of objects that fit together, such as a bottle and lid. Younger children use good physical skills to mould, pat and press dough to create a desired 'lollipop'. Older children are confident to share their good knowledge of different occupations. They express that construction workers 'build houses' and 'wear a hard hat to stay safe'. Children are kind and considerate to others. For example, babies kindly offer books for visitors to look at and older children explain that they 'can all share' during play with puppets.

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

- Leaders understand the local context of the pre-school and the children and families that attend. They provide extra-curricular activities, to help to enrich children's life experiences. For instance, children are motivated to exercise during their weekly football sessions. They demonstrate positive team building skills and work together with their friends to achieve a common goal.
- Staff teach children that 'a book is a dream that you hold in your hands'. They present experiences, such as regular visits to the library van, to help children to develop a love for books and reading. Younger children handle books carefully. Older children enjoy listening to traditional tales, such as 'The Three Little Pigs'. They later act these out in the theatre alongside their friends.
- The proactive staff keep parents informed about their children's learning and progress. They work closely with parents and other professionals to ensure that children receive the early help and support that they need. Parents report that 'the pre-school has a very family, friendly feel' and they express that 'children's all-round needs are very well met'.
- Staff spend quality time engaging with children. They place a sharp emphasis on supporting children's communication and language development. Babies respond well to staff. They name objects, such as a 'ball' and follow simple instructions accurately. Older children are confident to speak to staff. They share information

about events, such as a past holiday and talk using the correct tense.

- Overall, the well-qualified staff provide a broad range of experiences that build on what children know and enjoy. For example, staff encourage children to engage in role play, to extend on their recent interest in road safety. Older children are keen to take on roles, such as the crossing patrol officer. They prompt children, such as those approaching in ride-on cars, to 'stop', to allow for pedestrians to cross the road safely. However, some of the younger children taking part have not gained the earlier knowledge of road safety and are slightly confused about the context of the play. This does not fully support all children to become deeply engaged and build on their current skills most effortlessly.
- The caring and kind staff introduce rewarding systems, such as the 'wow garden', to applaud children for the acts of kindness that they display. Personal events, such as children's birthdays or present days, are recognised and celebrated well. This helps all children to feel valued and included and contributes towards their good understanding of what makes them unique.
- Leaders ensure that staff complete a vast range of training that focuses on the needs of the children attending. Overall, there are established systems in place to monitor staff performance. However, since the onset of the pandemic, supervision sessions have become more infrequent and focus less intently on helping staff to extend on their good knowledge, skills and practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders recruit staff safely. They ensure that all staff have a good understanding of their roles and responsibilities. Staff complete a broad range of safeguarding training, including that relating to the wider aspects, such as the 'Prevent' duty. This helps to ensure that all staff have a good knowledge of the procedures to follow to protect children's welfare. Staff ensure that children use technology that is age-appropriate and safe. They support children to begin to manage risks independently. For example, children enjoy the responsibility of becoming the 'garden detective' for the day. They show confidence to highlight any potential hazards, to help to keep themselves and others safe.

What does the setting need to do to improve?

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

- support staff to present more precise levels of challenge to younger children during small group experiences, to help them to become more deeply involved and build on their knowledge and skills gradually
- strengthen the current arrangements for staff supervision and provide all staff with more frequent and targeted support, to help to extend on their good knowledge, skills and practice.

Setting details

Unique reference number	EY555911
Local authority	Lancashire
Inspection number	10174627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	34
Name of registered person	Little G's Preschool Limited
Registered person unique reference number	RP902259
Telephone number	01257 233500
Date of previous inspection	Not applicable

Information about this early years setting

Little G's Pre-school registered in 2018. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate qualifications at levels 3, 4 and 5, including the provider who holds early years teacher status and one member of staff who holds early years professional status. The pre-school is open Monday to Friday, from 8am to 6pm, all year round, with the exception of one week over the Christmas period. Additionally, the pre-school offers an early drop off service from 7.30am to 8am and a late collection service from 6pm to 6.30pm on a pre-bookable basis. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Bowe

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 led the inspector on a learning walk to show how the pre-school is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector, the provider and one of the room leaders.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the providers to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included, evidence of the suitability of staff, a record of staff qualifications and training, policies and procedures and continued improvement plans.
- The inspector spoke to a number of parents and took account of their views.

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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