

Inspection of Little Hearts Pre School

Sacred Heart RC Primary School, Burlington Road, New Malden, Surrey KT3 4ND

Inspection date: 28 April 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school enthusiastically. They separate confidently from their parents and feel safe and secure. Children are provided with a range of interesting indoor and outdoor learning opportunities. This helps them to make good progress in their learning. Children particularly enjoy playing in the outside area. They confidently navigate space, demonstrating well-developed physical skills. Children are inquisitive as they explore the shaving foam activity. They show wonder as they explore the texture. Staff help children to explore their ideas and introduce new language, such as 'squishy'.

Staff provide a curriculum that builds on what children know and helps them to learn new things. Staff speak confidently about what they want children to learn based on their individual needs. Children excitedly join in singing 'the crab song', linked to the seaside topic. They copy actions and adapt the sound of their voice as staff encourage them to sing quietly then loudly.

Children behave well and understand the expectations, such as not running indoors. They learn how to share and take turns and are supported to manage their own feelings. Children show care and concern for each other. For example, when a child accidentally knocks into another child, they take time to stop and sensitively say sorry.

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

- The manager is committed to providing a good quality service and is very supportive of the staff team. Staff say they enjoy working at the setting. They feel valued and supported and have various training opportunities to build their skills and knowledge.
- Children are learning skills to prepare them for the next stage in their learning. They confidently practise writing and learn mathematical concepts. Children spontaneously count while using construction resources. They navigate space when deciding where pieces should go and make a shared model with their friends.
- Children show confidence as they talk about what they have found in the 'what's in the box' activity. However, during some large group activities, not all children remain engaged. This means there are missed opportunities to support children's communication and language further.
- Children with special educational needs and/or disabilities receive good, targeted support. Staff recognise the importance of good partnership working to ensure children receive consistent care. Staff work closely with the school and other professionals to ensure children's needs are well planned for.
- Parents are happy with the care their children receive and say their children

have made good progress. They feel the environment is welcoming and inclusive. Parents say they receive good communication from staff and are kept well informed. Parents like the books that their children bring home. This enables them to support their children's enjoyment of stories at home.

- Staff gain information from parents about children's home languages. However, they do not put sufficient emphasis on using children's home languages to support children's communication further.
- Children learn to be independent and to manage their personal care needs. They are provided with nutritious snacks to support a healthy lifestyle. Children recognise when they are thirsty and freely access water. Staff support parents to provide children with healthy choices in their packed lunch.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the correct procedures to follow if they have concerns about children's safety and welfare. Staff work closely with the school and regular staff training strengthens all aspects of safeguarding practice. Staff check the environment to ensure it is safe and are vigilant about potential risks to children. For example, staff are quick to check if grapes in children's packed lunches are cut up to prevent a risk of choking.

What does the setting need to do to improve?

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

- review the planning of large group activities to ensure all children remain engaged and to provide even better support for their language and communication skills
- strengthen opportunities for all children who speak English as an additional language to develop and use their home language.

Setting details

Unique reference number	EY422235
Local authority	Merton
Inspection number	10225858
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	16
Number of children on roll	25
Name of registered person	Nunn, Bernadette Mary
Registered person unique reference number	RP514532
Telephone number	02089420215
Date of previous inspection	9 May 2017

Information about this early years setting

Little Hearts Pre School registered in 2011. It operates from Sacred Heart Primary School in New Malden, Surrey. The setting is open each weekday during term time from 9am to 3pm. It provides wraparound care for children attending the school nursery as well as pre-school places for the local community. The club receives funding for the provision of free early education for children aged two, three and four years old. There are five members of staff, all of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector sampled relevant documentation, including evidence of the staff suitability checks.

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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