

Inspection of Little Learners Pre-School

Lincoln Road, Skegness PE25 2DR

Inspection date: 23 May 2022

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

Children are happy and settled in the welcoming environment created by staff. They have close bonds with all staff and other children from when they start at the setting. Children happily share resources with each other and offer their friends help when they need it. They hold hands when exploring the environment and show staff the 'secret' hand shake they have created. Children know the routines of the day and how staff expect them to behave. Staff encourage children to hand out pictures of their friends at lunchtime. Children know this means it is their time for lunch and to come inside. They wash their hands, pour themselves a drink and serve themselves the healthy, hot meal without support. Children show excellent manners, saying the words 'please' and 'thank you' when responding to each other.

Children enjoy a variety of learning experiences, including using a range of water sources and equipment in a purpose-built 'wet room'. Children develop their understanding of cause and effect and show they are keen to try things for themselves. They turn apparatus to get water, talking with staff about where the water is flowing to, and fill and empty different buckets and funnels. Children develop their curiosity as staff talk to them about which tub might hold more water and teach them new words to describe capacity. The children giggle as they use paintbrushes and paint in the room. They decorate the walls and their hands and feet, learning about colours and different ways to make marks.

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

- Staff adapt how they interact with children to support all children's language and communication, including those who speak English as an additional language. While children play with play dough, staff repeat key words and phrases that children imitate. Staff give children instructions to follow, ranging from simple to more difficult. As children pretend to make fruits, staff explain the words 'sweet' and 'sour' to them.
- Staff praise children as they cut different vegetables ready to make soup on the outdoor fire pit. This praise motivates children to keep trying when some vegetables are difficult to cut. Staff teach the children how to keep safe around the hot food. Children willingly follow staff's instructions and remind their friends about how to behave.
- Staff are aware of the local community. They provide learning opportunities that children may not get elsewhere. For example, children are supported to learn about a range of cultures and beliefs as well as understanding what makes them unique.
- Staff know their key children well. They use what they know about children to meet their care needs. This includes those children with complex medical needs and special educational needs and/or disabilities.

- Staff identify what their key children know and can do and what interests them. They focus on supporting what children need to learn next. However, this information is not always shared across the staffing team, meaning that, at times during play, staff are not confident in how best to help some children with their learning. Sometimes, children struggle to focus on their chosen play and do not make the progress they are capable of.
- Staff plan learning opportunities to spark children's imagination. They support children in developing many skills, including how to hold brushes and pencils while creating pictures. Staff encourage children to explain what they have drawn. When children want to create further paintings, staff provide pieces of paper on the floor and encourage children to use large movements, developing their arm muscles. However, occasionally, staff do not enable children to follow their own ideas and extend their learning. This means some activities are not challenging enough for some children and they start to lose interest.
- Leaders work closely with staff. They spend time observing and giving feedback to the staff team to provide consistency in high-quality interactions and experiences for children. Leaders source training for all staff that positively impacts the children. Staff explain how training on communication and language has rapidly developed their understanding of how to help children with their speech.
- Parents and carers are very complimentary about the staff and setting. They say staff communicate very well about all aspects of children's learning and development, including how best to help them prepare for school. Parents have confidence that their children are safe in the setting, including staff catering for severe allergies and other dietary requirements children have.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe from harm. The environment is checked regularly to ensure it is safe. There is a clear procedure for visitors, including checking their identification. The site is secure. Safeguarding policies and procedures are kept up to date and staff attend regular safeguarding training. Staff and leaders understand their responsibilities in monitoring and reporting any signs and symptoms a child may be at risk of harm. They are confident in how to escalate any concerns to relevant professionals, such as the safeguarding team and the police. Leaders conduct a robust recruitment process and continuously monitor the suitability of all staff working directly with children.

What does the setting need to do to improve?

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

- strengthen the sharing of information between a child's key person and other

staff so that children's learning and development is consistently supported during play

- provide further challenge for children during activities, supporting children to extend their learning and make the most progress they are capable of.

Setting details

Unique reference number	EY553836
Local authority	Lincolnshire
Inspection number	10174413
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	3 to 4
Total number of places	48
Number of children on roll	77
Name of registered person	Little Learners (Skegness) Limited
Registered person unique reference number	RP553834
Telephone number	01754766588
Date of previous inspection	Not applicable

Information about this early years setting

Little Learners Pre-School registered in 2017. It is situated in purpose-built premises in Skegness, Lincolnshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, all year round, 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Lora Teague

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 and the inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documentation was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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