

Inspection of Little Fir Trees Preschool

K M Sports Club, Ratby Lane, Kirby Muxloe, Leicester, Leicestershire LE9 2AQ

Inspection date: 4 July 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 settle quickly and easily in the pre-school, which parents and carers attribute to the very good support from staff. Children develop resilience as they learn how to work together, share and take turns during activities. Staff skilfully support this by only stepping in to manage any minor disagreements when absolutely necessary. Children show high levels of independence. For example, they recognise that they need an apron to join the water play and take themselves inside to get one.

Children relish music activities. They move around with high levels of enthusiasm to familiar folk songs. They remember the lyrics and dance, climb, jump and hop with control and coordination. Older children demonstrate that they have good core strength and balance as they play outdoors. They carefully step up the bank in the garden and climb the ladder into the playhouse.

Children have very good attitudes to learning. They show focus and concentration as they try to complete tasks, such as clipping paper onto a clipboard. Older children work collaboratively to mix 'Gruffalo crumble'. They stir the mixture and predict what will happen when they add more of a certain ingredient. Staff support children's vocabulary development as they encourage them to describe the texture and introduce new words.

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

- Staff have high expectations for all children. They ensure that the curriculum identifies the key skills, knowledge and understanding that children need for their next stage of learning. Staff know the children very well, and know what they are capable of and what they need to learn next. Parents explain how their children 'flourish' in their learning and development while at the pre-school.
- Staff have frequent and informative conversations with parents to ensure children's needs are met. They ensure that parents know what their child is learning next so that they can support this at home. Parents describe the staff as 'amazing'. They praise how effective the support is to help children to get ready for their move to school. They value how staff give children opportunities to participate in new activities to broaden their experiences.
- Managers are very effective in supporting children with special educational needs and/or disabilities. They skilfully use monitoring and assessment tools to quickly identify children's needs. They provide targeted support to help children to catch up if they are behind in their learning. They have well-developed partnerships with other agencies to make early referrals, so that children get the support they need as quickly as possible. They make good use of additional funding to enhance children's progress.

- Staff provide varied opportunities to help children to develop respect for others. For example, they encourage children to vote for where they want to play outdoors, to support them to recognise and value others' views.
- Children benefit from good-quality interactions. Staff join in with children's self-chosen play to support their learning. For example, they encourage children to work out how to complete a jigsaw and give helpful instructions when they are struggling. However, on occasion, staff do not extend an activity to help children to develop further. For example, children ably kick a ball to each other. They repeat the same action until they lose interest.
- Managers are considerate of the well-being of staff and reduce unnecessary tasks, such as completing paperwork. They use the performance management of staff well to drive improvements to practice. A recent focus on communicating with children ensures that staff give children time to join in with conversations to understand and answer questions. Children have good communication skills and make relevant and meaningful contributions to discussions.
- Staff provide adult-led activities so that they can teach children specific skills, especially those who are getting ready to go to school. During a group activity, children demonstrate that they clearly understand the expectations. They also listen, greet each other and answer questions. However, staff do not always adapt these activities to ensure that they are fully supporting what they intend children to learn.
- Children are developing high levels of independence. For example, children of all ages are learning to manage their packed lunch, deciding what order to eat their food in and placing their belongings away when they have finished. They have a go at opening difficult packets before asking for assistance.

Safeguarding

The arrangements for safeguarding are effective.

Children learn the rules of the pre-school. As they get older, they are able to explain why the rules are in place and the consequences of some actions. This helps children to develop their understanding of how to keep themselves safe. Staff have a detailed knowledge of child protection, including indicators of abuse. They are fully familiar with the pre-school procedures should they have any concerns about a child. Staff position themselves well during children's free play to ensure children are safe.

What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities to focus more precisely on how children will achieve the intended learning
- support staff to enhance their interactions with children to provide the highest

levels of challenge so that they make the best possible progress.

Setting details

Unique reference number	2532223
Local authority	Leicestershire
Inspection number	10208495
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	63
Name of registered person	Little Oak Trees Pre-school Partnership
Registered person unique reference number	RP533726
Telephone number	07890139222
Date of previous inspection	Not applicable

Information about this early years setting

Little Fir Trees Preschool registered in 2017 and operates from Kirby Muxlowe Sports Club, Kirby Muxlowe, Leicestershire. The pre-school employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications. The pre-school opens from 9am to 3pm, Monday to Friday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

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 manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- The manager and inspector completed a joint observation of children's outdoor play.
- The inspector spoke with the nominated individual and manager about the leadership and management of the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.

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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