

# Inspection of Little Deers Pre-School

The Beckly Centre, Mayers Way, Plymstock, Plymouth, Devon PL9 9DF

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Inspection date: 11 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to enter this pre-school and immediately seek their friends. They play with the varied activities available to them. Staff plan activities based on what the children like and their next learning steps. Children settle very quickly with staff who know them well. Children play well together. They share and take turns. Some children play independently while others work as a group. They discuss what they are doing. For example, children make play dough models and add eyes and feet. Staff talk about the different parts of the body, and the children enthusiastically talk about where their eyes, nose and ears are on their bodies.

Children have a love of books and stories. They gather around a member of staff who shares a story. Others are captivated by a book about animals. They listen intently and ask questions about what they see and hear.

Trips to the local woodland are eagerly anticipated. Children talk about the woodland environment and their adventures there. They learn how seeds fall and are swept away by the water. They explore different textures and test what objects float and sink in the small stream.

During the COVID-19 restrictions, the pre-school remained open for the children of keyworkers. Those children who were not in the pre-school at this time have made good progress with their speech, language and self-help skills since attending.

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

- Parents and grandparents praise the support and nurture their children receive from all of the staff at this pre-school. They are impressed by their children's learning and how they settle quickly. Parents and carers now come into the setting with their children and are able to talk with the key worker at the beginning and end of sessions. They know who to go to for advice and welcome the support the children receive with their learning.
- Children learn about different cultures and languages within their community and the wider world. For example, children confidently count and express the words they know in Spanish. They use these to sing the 'Hello' song.
- Staff skilfully respond and adapt their teaching to new situations. For example, when a dragonfly lands on a member of staff's top, they use this as a learning opportunity. They talk about the dragonfly, how they look and where they live. The children ask questions to deepen their understanding. They recount what they know to other staff when the dragonfly appears again.
- Children behave exceptionally well. They understand the pre-school rules and talk about what they mean. Staff use visual symbols to remind children about being kind and playing together. Children are respectful of adults and each

other. They support one another well. For example, a child volunteers to show another child how to put on their jacket before a walk to the woods. They do this in a way that will help the child remember what to do in the future.

- Children with special educational needs and/or disabilities are identified early and support is put in place quickly. Support from outside agencies is requested, and staff ensure that children access activities that support learning while they are waiting for appointments. Children who have specific interests and abilities are challenged to develop their learning further.
- Children make good, and in some cases exceptional, progress from their starting points. They are well prepared for their next steps of learning and the transition to school. Children talk enthusiastically about the school they will attend. Staff explain what to expect.
- Children are happy throughout the session. They learn how to be independent through supportive routines such as finding their names as they enter, selecting their snacks and independently following toilet and handwashing routines. Staff model and provide gentle reminders and encouragement consistently.
- While children access language groups as part of circle time, staff sometimes miss opportunities to introduce new words during play to develop their vocabulary and understanding further.
- There is a range of mathematical equipment available and numbers on display in the environment. However, not all children access these. Children's understanding of number and mathematical language is not always promoted during play and routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe from harm. They recognise signs that might have an impact on a child's safety or welfare and know who to go to if they have a concern. There are robust systems for the recruitment and induction of staff. A training and supervision programme is in place for staff to ensure they continue to develop their knowledge and skills. Managers support staff's well-being and have put measures in place to reduce unnecessary paperwork. Children are taught how to stay safe when in the setting and local woodland, particularly when close to water.

## **What does the setting need to do to improve?**

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

- increase opportunities to develop mathematical language and concepts through routines and play
- teach new words and their meaning as part of everyday activities to extend children's vocabulary and understanding.

## Setting details

<b>Unique reference number</b>	2573171
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10237334
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little Deers Pre-School Community Interest Company
<b>Registered person unique reference number</b>	2573170
<b>Telephone number</b>	07531664891
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Deers Pre-School registered in 2020 and is in Plymstock, Devon. It provides sessional education and care provision between 9am and 3pm, Monday to Friday, for children aged two to five years. Funded and non-funded sessions are available. There are six members of staff. Of these, four hold relevant early years qualifications at level 3 and one member of staff is working towards their level 3 qualification.

## Information about this inspection

**Inspector**  
Dilys Vincent

## 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 inspector observed activities and interactions between staff and children in all areas of the pre-school.
- The inspector spoke with parents, staff and children to gather their views and experiences.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector sampled a selection of the required records, including suitability records, staff qualifications and learning records.
- The inspector had a meeting with the manager and spoke with the lead for special educational needs and/or disabilities.

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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