

Inspection of Little Achievers Pre School

24 Higham Way, Burbage, Hinckley, Leicestershire LE10 2PX

Inspection date: 5 September 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 show a strong sense of belonging and are excited to arrive at the pre-school; staff welcome families warmly. Children demonstrate they feel secure as they follow the daily routines. They separate from carers with ease, put their bags away and join their friends to play and explore. Although new children appear cautious in their new surroundings, the one-to-one attention staff offer them means they soon show curiosity in the toys and equipment. Older and younger children play harmoniously together. Children learn the importance of using good manners. Staff are good role models. They demonstrate polite and respectful behaviour to children and offer gentle reminders to say 'please' and 'thank you'.

Children practise their speaking and listening skills. They listen to stories and answer questions about what might happen next. Staff provide ongoing commentary as they play alongside the children. Children use their imagination and are creative with the available resources. They use scissors and glue sticks to develop their hand-to-eye coordination, adding different craft items to recycled boxes to create a junk model. Children thrive on staff's high expectations of their capabilities. As children finish their creations, staff ask them to write their name on them. Children carefully hold a pen and proudly show visitors their effort at forming the letters in their name.

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

- Staff say the provider and management team are very supportive. They work seamlessly together and a very strong sense of team spirit is evident. Staff morale is high, which contributes to the positive atmosphere in the pre-school.
- Staff know individual children well and understand what they want children to learn next. However, staff do not always challenge children's knowledge and understanding. For example, as staff play alongside children, they do not always build on what children already know and can do.
- Staff implement a curriculum that reflects the children's needs and interests. For example, the environment has well-defined areas that cover all the areas of learning. The available resources and toys have been carefully considered to enable children to make their own choices. This contributes to their future learning.
- Overall, staff motivate children to solve problems they come across during play. For example, children decide they would like to make a plank higher so their toy car will travel faster down it. Staff encourage children to think what they can do to achieve this. Children show a positive attitude to this challenge and decide that placing blocks under one end of the plank would work.
- Staff support children's growing independence in preparation for starting school. Children pour their own drinks and serve fruit at snack time. Staff encourage

children to manage their own lunch boxes and open food packaging at lunchtime.

- Staff offer a range of learning opportunities, both indoors and outside, to encourage children to take and manage risks safely as they play. For example, indoors, children confidently climb and slide on the large equipment. Outdoors, staff are close by to supervise children as they carefully balance and walk along beams and climb on and in old tyres.
- Staff teach children good hygiene routines. They encourage handwashing at key times during the day, such as before mealtimes and after using the bathroom. Children follow good oral health routines as they clean their teeth after lunch.
- Children benefit from the staff knowing them and their families well. For instance, staff offer lots of opportunities for children to get messy, such as when exploring play dough. These are experiences children may not have at home. Equally, staff take children out and about in the local community. This helps children to develop an understanding of the world and the community beyond their home and pre-school.
- Parents speak positively of the pre-school. They say their children are happy and make good progress in their development. They comment on how confident their children now are to socialise with other children. Parents are happy with the information they receive about their child's care and learning. They talk about the learning sacks the staff provide which enable them to share different learning experiences with their children at home.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff show a good understanding of how to keep children safe and promote their welfare. Staff receive training in safeguarding, which helps them to recognise possible signs and symptoms of abuse. Staff confidently describe the action they would take if they had a concern about a child, or the practice or behaviour of a colleague. The provider implements safe recruitment arrangements. This ensures that suitable staff are employed and future checks are carried out to ensure staff's ongoing suitability. Staff ensure the environment is safe and secure for children. The doors to the pre-school are kept locked at all times and keys are kept out of reach of children.

What does the setting need to do to improve?

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

- support staff working with children to fully challenge them during activities, to help expand children's knowledge as they investigate and explore.

Setting details

Unique reference number	2515626
Local authority	Leicestershire
Inspection number	10207899
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	2 to 4
Total number of places	26
Number of children on roll	14
Name of registered person	Little Achievers Preschools Limited
Registered person unique reference number	2515625
Telephone number	07590914903
Date of previous inspection	Not applicable

Information about this early years setting

Little Achievers Pre School registered in 2020. They are located in Hinckley, Leicester. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including the provider who holds an early years degree. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the provision.
- The acting area manager, the deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector held several ongoing discussions with the provider.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of their feedback.

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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