

# Inspection of Little Chicks Pre-School

Shawbirch Community Centre, Oakfield Road, Telford, Shropshire TF5 0LT

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Inspection date: 13 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 eagerly and benefit from the happy and caring atmosphere. They are greeted warmly by friendly staff as they enter. Children happily play alongside their friends, and they behave well. They understand the boundaries and staff expectations. Children develop close attachments with staff, who are kind and approachable. Staff give children lots of praise and encouragement, which supports children's emotional well-being effectively. Children show a positive attitude to learning through their curiosity and concentration.

Staff talk to children as they play and listen to what they have to say. Children demonstrate their growing early self-care skills, as they independently wash their hands and make choices about their play. They are supported to make good, healthy food choices and try a variety of fruits at snack time. Children have access to a wide choice of toys and resources that reflect the diversity in the setting. For example, through dolls, toys and books, children develop an awareness of similarities and differences between people. They thoroughly enjoy playing and exploring outside. For instance, young children enthusiastically fill and empty the water chute, playing cooperatively together.

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

- Staff know the children well. The curriculum is sequenced to build on what children know and can do. Staff share planning, observations and assessments of children's learning to help identify what children need to learn next. This includes the key skills that children need in preparation for school, such as being able to communicate clearly. Staff quickly identify where children need support and plan effectively to narrow any gaps in their learning.
- Children develop good language skills. Staff carefully select books to introduce new words and concepts, such as going to visit the dentist. This supports children's own ability to communicate and helps them to understand the world around them. They regularly hear words and repetitive phrases, for example through rhymes and singing songs.
- Most staff have a clear understanding of why activities have been planned and how these build on the children's existing abilities. However, others are less sure. This means that although all children enjoy the activities provided, some staff are less sure of the learning intentions and how to support children to make best progress.
- Staff support children's emotional well-being effectively. For example, they teach children about feelings and the emotions of others. They help children to share, to use their manners and follow the pre-school routines. This helps children to feel secure, settled and understand what will happen next.
- Staff recognise that for children to develop their early writing skills, they need

lots of opportunities to develop their hand-to-eye coordination. Children are encouraged to make marks using a variety of tools and different coloured paints. Staff offer children activities such as manipulating play dough, building with small blocks and chalk mark making to complement this area of learning.

- Staff provide a range of opportunities for physically active play outdoors. For example, children run, climb and play bat and ball in the garden. Staff encourage children to understand the importance and benefits of good oral hygiene. This all supports children's physical well-being and their understanding of leading a healthy lifestyle.
- Staff build good partnerships with parents. Parents speak well of staff and comment positively about the good support they receive. However, occasionally, there are times when parents are not always sure about what their children are learning. This would allow them to complement the learning at home.
- Arrangements for the supervision and coaching of staff are in place. However, staff do not currently receive timely and precise feedback about their practice, which would help them make improvements in their teaching and interactions with children. This means there is less of a focus on identifying staff training needs and developing their good knowledge, skills and practice even further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to keep children safe. They know the signs that may indicate a child is at risk of harm and the process to follow in response to a concern about a child's welfare. They demonstrate a good understanding of the procedures in the event of an allegation being made against them or any other member of staff. The manager has a thorough recruitment process and induction procedure to ensure staff working with children are suitable. All staff have received appropriate paediatric first-aid training so that they can respond in the event of an accident or medical emergency.

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

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

- strengthen all staff's understanding of the learning intention for planned activities, to enable them to shape activities more precisely to the learning needs of children
- build on arrangements to provide parents with more information about children's progress and support parents to extend this learning at home
- refine the existing arrangements for the supervision of staff and provide more specific support to help raise the quality of teaching and practice to a higher level.

## Setting details

<b>Unique reference number</b>	EY479020
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10236395
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Little Chicks Pre-School Limited
<b>Registered person unique reference number</b>	RP905770
<b>Telephone number</b>	01952248538
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Little Chicks Pre-School registered in 2014. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday, term-time only. Sessions are from 8.15am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Coomer

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector had a learning walk around the setting and discussed the learning intentions for children and how the environment is arranged.
- A joint evaluation of a teaching activity was carried out by the manager and the inspector.
- The inspector sought the views of parents and spoke to staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held discussions with the manager looked at relevant documentation and evidence of staff suitability.

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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