

Inspection of Little Saints Pre-School

Weeting Primary School, Weeting, BRANDON, Suffolk IP27 0QQ

Inspection date:

14 October 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The committee has failed to provide Ofsted with information about new committee members in a timely manner so that they can complete the relevant checks. Despite this, there is no impact on children's safety and well-being. There is a buzz of excitement heard from the children as they enter this nurturing and welcoming setting. They happily part from their parents and carers and engage in a variety of activities. Children explore the garden. They dig and shovel leaves up as they look for the pirate's buried treasure. They tell visitors, 'We are looking for gold coins.' Staff support children well to develop their problem-solving skills. For example, children enjoy carefully pouring water into funnels and tubes and predicting where the water will come out. Staff introduce new words into the children's vocabulary, such as 'hibernation' and 'nocturnal'. Children then use these words independently in their play.

Children enjoy stories as they snuggle up to staff and listen with interest. They confidently engage in conversations about the characters in the story. Older children recall familiar stories, such as 'The Owl Babies' and show excitement as a member of staff uses puppets to bring the story to life. Staff continually praise children for their achievements throughout the day. Children smile and appreciate the kind words as they share their drawings with staff and their friends. This helps to support their emotional well-being and confidence.

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

- The committee does not have secure knowledge and understanding of its roles and responsibilities to provide Ofsted with all the relevant information about new committee members in a timely manner. As a result, Ofsted cannot complete the relevant checks. However, the new committee members do not have unsupervised contact with children or have sole responsibility for making decisions that affect children's well-being.
- The passionate and ambitious manager leads her staff very well. There is a strong focus on their well-being. Staff consistently state that they are very well supported. The manager values the staff as being the most important asset of the pre-school.
- Staff demonstrate a clear curriculum intent for the pre-school. They plan a broad and sequenced curriculum that reflects the children's interests and builds on what they already know and can do. The curriculum is effectively sequenced. This helps children recall their previous learning and constantly build on this. As a result, children make good progress and show positive attitudes toward their learning.
- Children develop their communication and language skills well. Staff interact with children appropriately to promote conversation. For instance, children learn

new words and information during circle time as they look at the weather and the seasons. Staff talk about it being 'mild' and 'autumnal'. They extend the children's learning as they talk about how leaves change colour during autumn.

- Children choose what they want to eat from their packed lunch during snack time. They independently open their crisp packet, peel their banana and put their rubbish in the bin. However, staff do not use daily routines effectively, such as snack time, to support children's social skills. As a result, children do not make the best possible progress they can in this aspect of their learning.
- Mathematics is woven throughout children's activities. For example, children have fun counting their friends, and they learn about 'empty' and 'full' as they put water in the watering cans. Staff promote younger children's mathematical language by using words such as 'big' and 'small'.
- The key-person system is strong. Staff gain useful information from parents, such as their interests and routines. Children form positive attachments with their key person, which supports them to feel safe and secure.
- Partnerships with parents are good. Parents talk about their children's development. They receive regular updates on their children's well-being and progress during the handover. Parents comment that the staff are amazing, and they are very happy with the pre-school.
- Staff are good role models and support children to develop good manners. Children repeat 'please' and 'thank you' without prompting. Staff give positive reminders of using 'kind hands' and 'good sharing'. Staff are always close by to assist younger children during minor disputes. Staff support children to understand why some behaviours are not welcome and explain the impact that their behaviour has on others.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of how to keep children safe. They are fully aware of the signs and indicators that could mean a child is at risk of harm or abuse. They know what to do and the procedure to follow if they have a concern about a child or a member of staff. All staff complete safeguarding training and have a good knowledge of wider safeguarding issues, such as 'Prevent' duty and female genital mutilation. Staff closely supervise children and provide a secure environment to ensure children remain safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide Ofsted with the necessary information relating to new committee members in a timely manner so that all suitability checks can be completed	14/11/2022
ensure that those with oversight and governance improve their knowledge and understanding of their roles and responsibilities, to maintain requirements.	14/11/2022

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

- continue to monitor and review arrangements for snack time, to encourage children's social skills.

Setting details

Unique reference number	EY447801
Local authority	Norfolk
Inspection number	10233828
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Weeting Pre-School Playgroup Committee
Registered person unique reference number	RP517366
Telephone number	07927690968
Date of previous inspection	10 November 2016

Information about this early years setting

Little Saints Pre-School was established in 1977 and re-registered in 2012. There are five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the nursery 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 inspector and the manager observed staff interactions with children. They discussed the impact of these on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations with the manager.

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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