

Inspection of Little Cedars Pre School

The George Ward Centre, Church Lane, Barwell, Leicestershire LE9 8DG

Inspection date:

25 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy attending the pre-school and happily separate from their parents and carers. They are warmly welcomed and confidently choose what they wish to play with. Staff provide a large variety of activities for children. However, the quality of education is variable. Not all staff understand the intentions for children's learning. This means that some children are not always engaged in meaningful activities or supported to make good progress.

Children are happy to explore the outdoor area and enjoy looking for insects and worms. Staff sing familiar songs with the children to support this learning, such as 'There's a Worm at the Bottom of the Garden'. Children feel safe and comfortable to approach the friendly staff and ask for help if they need it, such as when climbing on tyres. They feel confident to move around the pre-school and invite staff and other children to play with them. Children are kind to each other and show respect to their friends. They take turns and share resources, such as paintbrushes, when working together to paint pictures of fireworks. Older children enjoy the role play area. However, staff do not always interact with children to extend and challenge their learning. As a result, children are often distracted and lose interest quickly, moving on to other activities.

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

- The management team know what they want children to learn. However, this is not communicated well enough to staff. Additionally, the manager does not recognise when staff fail to deliver the curriculum well enough. Therefore, staff do not receive the coaching they need to help them provide consistently good teaching. As result, even though children are involved in activities that generally interest them, they are not always engaged in meaningful learning or supported to extend their development.
- On the whole, children are becoming independent in their routines. Staff encourage them to choose appropriate footwear and clothing before going outside. Children use knives safely to help prepare snacks and confidently share with their friends.
- The staff state that they feel well supported in their roles. The manager regularly checks on their well-being. She arranges some training for staff to help improve some aspects of knowledge and skills. For example, staff join in frequent safeguarding quizzes, which ensures that their child protection knowledge and understanding is up to date.
- Children build secure attachments with staff, which supports their emotional well-being. They feel confident to approach members of staff and join in with their activities. Staff encourage children to recognise and express how they are feeling. For instance, they talk about feeling sad when insects get squashed.

- Relationships with parents are very strong. The management team supports parents by providing a food bank for those who might need it. Parents explain that they are very happy with the provision and how helpful the staff are. For example, they feel that staff are very supportive and help children who are fussy eaters. Leaders share information about healthy eating and support parents to create healthy packed lunches. Children settle very well, and parents speak positively of the settling-in process.
- Children with special educational needs and/or disabilities (SEND) are well supported by the special educational needs coordinator (SENCo). The SENCo is knowledgeable and able to identify areas of developmental concern. There is a clear understanding of the SEND referral process and how to involve parents with this. However, the manager does not have a secure process in place for communicating the developmental needs of children with SEND with other members of staff. This means that staff are unable to provide the support some children need.
- The management team explained the challenges that the COVID-19 pandemic posed for their families. They work closely with families to understand what support they need and help them to obtain it.
- Generally, children behave well and follow instructions. Staff use positive behaviour systems to encourage children who may be struggling.
- Staff support parents to continue their children's learning at home. They provide a free-book library to encourage parents to read at home with their children, helping children to develop a love of books. Staff provide detailed feedback to parents every day and ensure they share key information about the children.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures safeguarding is a priority. They have robust procedures for ensuring all staff have a clear knowledge and understanding of safeguarding concerns. All staff understand who to report concerns to and what the signs and symptoms of abuse are. They receive regular training. The management team and staff are aware of local safeguarding concerns. The staff know what to do if they have concerns about a colleague and can explain their whistle-blowing procedures. The management team have developed robust safer recruitment procedures and ensures that all staff in the pre-school are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff receive effective supervision and ongoing coaching to support their professional development so they know what they want children to learn and how to teach this.	15/11/2022
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To further improve the quality of the early years provision, the provider should:

- improve the process for sharing information between staff, particularly concerning children with SEND.

Setting details

Unique reference number	2588159
Local authority	Leicestershire
Inspection number	10249129
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	40
Number of children on roll	19
Name of registered person	Little Learners Nursery & Pre School Limited
Registered person unique reference number	2576049
Telephone number	07496664409
Date of previous inspection	Not applicable

Information about this early years setting

Little Cedars Pre School registered in 2020 and is located in Barwell, Leicestershire. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. In addition, the manager holds early years teacher status, and a member of staff holds early years professional status. The pre-school operates term time only. Sessions are available Monday to Friday, from 8.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.

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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