

Inspection of Little Crickets Pre School

The George Williams Centre, Friarn Avenue, Bridgwater TA6 3RF

Inspection date: 27 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff plan the environment well, so that children arrive eager to take part in the exciting activities. For example, they are inquisitive to explore pumpkins. They enjoy finding the seeds and flesh inside, using different tools to scoop them out. Staff skilfully enable children to lead their learning, so they think critically, concentrate and become engrossed in their new knowledge and skills. For example, staff provide water, and this soon becomes an exciting discovery of which items will sink or float. Staff challenge children further, to make predictions and test their ideas.

Staff plan sensory experiences for young children, such as exploring paint, and they make good use of impromptu situations. For example, when staff help babies to wash their hands, their fascination with bubbly water becomes a way to support their prime areas of development.

Children make independent choices from the well-organised resources. For example, they learn to construct and solve problems as they set up a roadway. Children enjoy their self-chosen activities, such as mixing colours. Staff motivate them through discussions and using books to help them to recall previous learning. For example, older children remember that they need blue and yellow to make green and know which colours they mixed when they painted their pumpkins orange.

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

- The management team works directly with staff and children, providing good role models. They help staff to evaluate the quality of their practice and have training to develop their skills. For example, staff have gained confidence in reading to children effectively, so that they engage fully. The manager and deputy work closely with parents to offer resources and to support their awareness of the importance of reading to children. They have extended their book area, which children enjoy using independently. Staff plan a 'book of the week' and children become very confident in remembering and acting out familiar stories.
- The manager intends for staff to provide a language-rich environment, and older children are confident communicators. For example, staff engage them in discussions, helping them to make links across their learning and extend their vocabulary. Children of all ages enjoy singing. The manager intends for staff in the baby room to role model language and respond to babies' babbling. They have had sign language training to aid communication with babies and children with special educational needs. However, sometimes, staff are not confident to implement this consistently and help young children to make even better

progress.

- The strong key-person system enables staff to get to know the children well. They observe what children can do and have a good understanding of what they need to learn next. They now have a nursery garden, as well as the field, and staff plan some outdoor activities. For example, they extend the painting activity by using paper vertically to see what effect this has, and young children climb and use the slide with confidence. However, staff do not use all outdoor opportunities as effectively to support the youngest children's next stages of development.
- Staff take children on many outings, where they learn about their community and how to keep themselves safe, such as when by the canal. Daily routines enable children to develop some good practices to keep healthy, such as caring for their teeth and knowing which food and drink helps to build their muscles. Staff carry out good, hygienic nappy changing routines and use the opportunity well to engage young children and help them to feel emotionally secure.
- Children's behaviour is good. Staff provide good support for older children to understand their emotions and describe how they feel. The manager is the special educational needs coordinator and encourages staff well in using good strategies to support children effectively. For example, when young children start throwing balls from the pit, she suggests that they get the children out and help them to throw the balls back in.
- Parents are very positive about the provision, especially how well staff work in partnership with them. Parents comment on the excellent exchange of information, which enables staff to meet children's individual needs and helps parents to support learning at home. Parents confirm that their children have grown in confidence and independence since starting at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Following their last inspection, the provider took immediate action to improve the weaknesses in the staff's knowledge of safeguarding. The deputy is qualified to train the staff and now regularly checks their understanding. The manager has developed further the recruitment and induction procedures to ensure that staff checks are rigorous, and they understand their responsibilities. Staff have a good understanding of the procedures to follow if they have concerns about a child's welfare, including who to go to outside of the company if a child is at risk of harm.

What does the setting need to do to improve?

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

- focus staff development on building their confidence in consistently implementing the curriculum intent for the youngest children's language skills

- support staff in ensuring that the planning for babies' next stages of development is implemented successfully outdoors, to help them make even better progress.

Setting details

Unique reference number	EY552864
Local authority	Somerset
Inspection number	10214723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	43
Name of registered person	Eades, Rebecca Louise
Registered person unique reference number	RP909756
Telephone number	07787622552
Date of previous inspection	3 November 2021

Information about this early years setting

Little Crickets Pre School registered in 2017. It operates from the first floor of The George Williams Centre in Bridgwater, Somerset. The setting operates from 7.30am until 6pm, Monday to Friday, all year round. The provider/manager holds an appropriate early years qualification at level 6. She employs eight members of staff, of whom one holds an early years qualification at level 5 and six at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elaine Douglas

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 carried out a joint observation with the manager on a planned activity with pre-school children, to discuss the quality of teaching and the impact on their learning.
- The inspector observed the quality of education, spoke with staff, and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the manager and deputy, and sampled documentation.
- The inspector spoke with some parents and children during the inspection, and read parents' written feedback, and took account of their views.

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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