

Inspection of Little Lions Pre-School & Nursery

Oxlease Methodist Church, Woods Avenue, HATFIELD, Hertfordshire AL10 8NA

Inspection date: 10 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are curious learners. They are excited to join in with singing their favourite nursery rhymes and add actions enthusiastically. Children are encouraged in their interests and have opportunities to make choices, share and apply their own ideas in play. Staff's high-level support extends opportunities for children to develop their communication and language. For example, staff use visual prompts and sign language to support children to know what is happening now and next.

Children show love and care through role play. For example, they dress baby dolls, button their clothes and rock them gently to sleep. Children prepare to go outside by changing their shoes for wellies and putting on their hats and coats independently. They like to explore a discovery area in the garden where they plant fruits and talk about what they are doing and what might happen next.

Children have settled well into pre-school and have established strong bonds with staff, in particular their key persons. Children enjoy exploring physical play where they experiment with assault courses and bouncing balls. They have opportunities to count what objects they use and share with their peers as they demonstrate turn taking. Staff take steps to support children with their fine motor skills. For example, children are encouraged to make snips with scissors as they follow designs. They show a positive attitude to learning.

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

- Staff support children's home languages through modelling keywords shared by families. This helps to further develop children's communication and language. Staff use sign language to support children's understanding, to extend their vocabulary and enhance interactions. This helps children to make good progress in their communication and language development.
- The management team has a positive impact on staff where they support the development of the team. There is a robust recruitment and induction process to support staff in their roles. The management team has regular discussions and reviews with staff to support their key-person approach and plan a curriculum specific to the cohort of children attending the pre-school. This means that all children can be supported to achieve their full potential.
- Staff interact positively with children and share the 'wow' moments they have had in their learning and development. For example, children have learned how to put their coats on in preparation to explore outdoors. This helps children to develop their independence. However, the management of group times is not always effective enough to ensure that children remain highly engaged and benefit from the good learning opportunities on offer.
- Parents discuss how well their children have settled and positively comment on

their experiences and interactions with staff. The management team focuses the settling-in process on children's individual needs. The management team supports parents and values their feedback, to find out more about their children and how they can continually develop effective ways of communicating.

- Children approach learning with positive attitudes, and the curriculum provides children with support to extend their interests through play. For example, children explore in a discovery area outdoors where language is extended to discuss what children know and what they can do next when planting fruits. Staff support children with how they can learn and actively respond in play to prepare children for their next stages of development.
- The special educational needs coordinator works well with children and their families to build effective strategies to support any identified delays in children's development. They work closely with outside professionals and follow processes to ensure that children are supported individually if they need it.
- The management team supports staff to build their confidence through achievable targets and goals to further develop their practice. Staff are individually supported and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate robust safeguarding knowledge at a pre-school where child protection and well-being are a high priority. All staff can describe what signs and symptoms they would look for regarding abuse and/or neglect and can outline wider safeguarding issues. Staff know who the designated safeguarding lead is and understand how to swiftly raise any concerns about children or staff without delay. The management team has a robust system for recruitment and vetting processes to ensure that all staff working with children are suitable.

What does the setting need to do to improve?

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

- develop the management of group times so that children enjoy high levels of engagement in the learning opportunities provided.

Setting details

Unique reference number	EY484159
Local authority	Hertfordshire
Inspection number	10236571
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	38
Number of children on roll	37
Name of registered person	M J Rochford And S L Heywood Partnership
Registered person unique reference number	RP534197
Telephone number	07731399773
Date of previous inspection	7 March 2017

Information about this early years setting

Little Lions Pre-School & Nursery was registered in 2015. The setting employs nine members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above, including one member of staff who holds a qualification at level 4. The setting opens from 9.15am until 3.30pm, Monday to Thursday, and 12.30pm until 3.30pm on a Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Courtney McAllister

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 management team and has taken that into account in their evaluation of the provider.
- The management team and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum and the impact on children's learning.
- The inspector spoke to children to find out about their time at the pre-school.
- The inspector spoke to parents during the inspection and took into account their views.
- The inspector carried out a joint observation with the manager of a group activity.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The special educational needs coordinator spoke to the inspector about how children with special educational needs and/or disabilities are supported.
- The management team showed the inspector relevant documentation to demonstrate the suitability of staff and their paediatric first-aid certificates.

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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