

Inspection of Little Crickets Pre School

Harrogate Cricket Club, The County Ground, St. Georges Road, HARROGATE, North Yorkshire HG2 9BP

Inspection date: 9 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and motivated to learn. They separate from their parents with confidence and receive a very warm welcome from staff. Leaders have thoughtfully designed a stimulating pre-school environment that meets the developmental needs of the children. Resources are specifically chosen to spark the children's interests and provide the children with appropriate challenges. Staff have high expectations of the children. Children behave well and show each other kindness and respect.

Key persons plan activities for individual children that build on what the children already know and can do. For example, children play with emotion blocks in a small group. This activity is planned to help children understand and recognise their own feelings and the feelings of others. Children are supported well to match the blocks with the images. Staff gently encourage the children to notice small details in the pictures. Children enthusiastically ring the bell when they complete their challenge.

The pre-school's key-person system ensures that staff know their key children very well. Children have formed strong bonds with their key persons, which helps them feel safe and secure at the setting. For example, two-year-olds enjoy listening to stories with their key persons in the cosy snug.

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

- Children have plenty of access to the outdoor play area and enjoy being active in the fresh air. Children have opportunities to increase their heart rates and build their large muscles. For example, they can climb, ride bicycles and tricycles, kick balls and explore the nature area. Children are supported to develop their core strength. They are encouraged to balance as they transfer water in containers from inside over to the mud kitchen.
- Parents are very happy with the pre-school. They report that they receive lots of information about their children's learning and development. They are actively involved in contributing to children's assessments. Key persons ensure that parents know about what their children are learning in the setting. Parents particularly enjoy the regular parent consultation meetings. They also appreciate that during the settling-in period, staff fully consider the needs of their families and the individual children.
- Overall, interactions with the children are strong. However, at times, children are not given enough time to think and respond to questions. For example, staff ask the children thoughtful questions over lunchtime. However, before children have time to respond, staff interject and provide the answers. This means children are not able to fully develop their thoughts and ideas.
- Staff prepare children for their next stage in learning and move to school. For

example, on arrival, children independently take off and put away their coats, hats and shoes. They enthusiastically put on their slippers. Staff give children plenty of time and encouragement to manage this activity. They are ready and available to support them when appropriate. Children are proud of accomplishing this daily task, which is preparing them for school. They receive lots of praise for doing so.

- Staff plan large- and small-group activities for the children. Small-group work is effective. However, during large-group activities, some children are not supported to join in. For example, staff lead a group song time for two-year-olds before lunchtime. Some children are not invited to the group. This means they miss out on the planned learning.
- Children who speak English as an additional language are especially well supported and are making very good progress. Staff encourage children to use their home languages in the setting. For example, children confidently identify colours in their home languages. Staff translate their words, which means they can accurately assess their level of understanding.
- Staff feel very supported by the leaders. They have regular supervision sessions. Managers ensure they check the well-being of staff and are keen to identify any workload issues. Any issues are managed effectively. Staff report that they love their jobs and enjoy working in this caring and supportive pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All staff are clear about their role in protecting children. They demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. Staff are fully aware of the action to take if an allegation is made about an adult working with the children. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Managers keep staff safeguarding knowledge and understanding up to date through in-house and external training. The premises and equipment are safe and in a good state of repair.

What does the setting need to do to improve?

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

- ensure children are given sufficient time to process what staff have said to them so they are fully able to develop their thoughts and ideas before responding
- improve the organisation of group activities to ensure all children have the opportunity to be involved in the planned learning.

Setting details

Unique reference number	EY439505
Local authority	North Yorkshire
Inspection number	10263285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	56
Name of registered person	Harlow Hilltop Pre School Limited
Registered person unique reference number	RP905522
Telephone number	01423 561352
Date of previous inspection	26 April 2017

Information about this early years setting

Little Crickets Pre School registered in 2012. The pre-school employs 13 members of staff. Nine staff hold appropriate early years qualifications at level 3 and above, including two who hold qualified teacher status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Bligh

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 viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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