

# Inspection of Little Squirts Pre School

The Old School, Dunstable Road, Bedford, Bedfordshire MK45 1HN

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Inspection date: 6 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 keen to enter the setting. They are warmly greeted by caring staff, who are attentive to their needs and help settle them in. Children have secure attachments with their key persons. Children receive cuddles when they are upset or in need of reassurance. Staff have created a cosy and welcoming environment in the baby room. For example, babies are provided with a peaceful area for sleeping and are comforted when going to sleep.

At the start of the day, babies find their picture cards, and pre-school children discuss their feelings and emotions. This gives children an opportunity to share happy and sad experiences with the group. Children's communication and language is supported well. They develop an interest in books and choose stories to eagerly listen to. Children enjoy listening and joining in with familiar songs and are provided with additional props and musical instruments to make learning fun.

Children are given the opportunity to explore, indoors and outdoors. Older children eagerly put their coats on ready to explore outdoors. Staff set up obstacle courses for children to explore. Children run, jump, and climb confidently, using their large-motor skills. Staff work closely with the local community to arrange local visits to the church, and parents are given the opportunity to partake in such events to share in their children's learning.

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

- Staff have positive relationships with parents. Parents feel that their children have made good progress since attending the setting. Parents comment that they are well informed about their children's development through an online system. This means that parents can help support their child's learning at home. Parents speak highly of the staff and their close bonds with the children.
- Staff plan monthly topics, with the current topic being space. For example, an activity tray is set up as a constellation. Children enjoy various activities about space throughout the day. Staff use information about children's backgrounds to select a language of the month. For example, during registration time, children greet each other using the Chinese language, saying 'Ni Hao' to say 'hello.' This in turn builds on children's sense of belonging.
- Staff follow children's lead in activities. For example, during a building-block activity, children become imaginative and build caves for a bear from a favourite story. Staff build on children's prior knowledge and ask what else might the bear need. Children reply, saying 'rocks'. Staff then begin to repeat the refrains in the story as a reminder about what else the children may need.
- Staff are kind, caring and attentive to children's needs. There is an effective key-person and buddy system in place to ensure that children's needs are always

met.

- Staff encourage children to attend to their toileting needs independently, offering help when needed. However, the same level of independence is not always encouraged by all staff during other routine activities.
- Staff talk to children as they play. They ask children questions, comment on their play, and describe their actions. However, at times, they do not allow children enough time to respond, to share their ideas and what they know.
- The management team enthusiastically supports children and their families. Staff are encouraged in their professional development. Gaps in staff's knowledge are bridged through regular staff meetings and training. This ensures that they can support children's learning in the setting and recognise when additional support is needed.
- Children with special educational needs and/or disabilities are assigned to the setting's special educational needs coordinator, who supports the children and works with outside agencies to provide further support.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team follows robust recruitment and induction procedures to help ensure the suitability of those working with children. Staff complete mandatory training about child protection and safeguarding. They know the signs and symptoms that are potential indicators of abuse. Staff know the procedures they must follow should they have concerns about a child's welfare. They are also fully aware of the procedures to follow should a concern arise about the conduct of a colleague.

## **What does the setting need to do to improve?**

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

- provide a more consistent approach to teaching strategies, to better support children's independence and ability to offer their own ideas when asked questions.

## Setting details

<b>Unique reference number</b>	EY484457
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10263250
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Little Squirts Pre School Ltd
<b>Registered person unique reference number</b>	RP908142
<b>Telephone number</b>	07734044318
<b>Date of previous inspection</b>	25 April 2017

## Information about this early years setting

Little Squirts Pre School registered in 2015. The pre-school employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Roswana Bibi

## 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 observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents to gather their views on the setting.
- A meeting was held between the inspector and the management team.
- The inspector looked at relevant documentation, including safeguarding procedures and evidence of the suitability of adults working in 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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