

Inspection of Little Buds Pre-School

The Community Centre, Brickfields Avenue, Newmarket, Suffolk CB8 7RX

Inspection date: 20 February 2023

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 happy to attend this pre-school. Staff are sensitive to the needs of children who may need extra support to separate from their parents. Children have plenty of opportunities to recognise their name in print, such as when they self-register on arrival and at snack time. They confidently move around the pre-school, demonstrating their knowledge of the routine. The environment is well resourced and planned, which supports children's independence.

Children engage well with the activities staff plan. In the morning, they delight in taking part in a weekly music group. They enthusiastically sing songs and nursery rhymes. Children learn concepts such as 'fast' and 'slow' as they shake their instruments to the music. They learn new words, such as 'tempo', when discussing the pace of the songs. Children are happy and show great concentration throughout the music session. They learn how to add and subtract the number one when singing different songs and rhymes.

Staff have high expectations of children's behaviour. When it is time to tidy up, all children help to put resources back where they belong. Children know where items go and need very little support from staff.

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

- Staff know their key children well. They use this knowledge to plan activities that engage and interest the children. They build on what children can currently do, demonstrating clear intentions about what they want to teach. As a result, children are eager to learn and show good concentration when taking part in activities.
- Managers assess staff and the impact they are having on children's learning. They support staff to access training. Staff report that they feel well supported by leaders and managers. Regular meetings allow staff opportunities to put forward ideas and suggestions. Managers monitor practice through day-to-day support, staff meetings and appraisals. However, the committee does not observe managers, to monitor and support their development.
- Staff support children to understand how to resolve disagreements and share. For example, when children try to take resources from other children, staff are quick to intervene and support them. They explain who had it first and suggest they can go together to find another one. Children respond very well as they learn how to manage their feelings and behaviour.
- Children have daily access to outdoor space. The garden area has many open-ended resources that encourage children to use their imagination when they play. For example, children use two crates to make a 'car'. They sit inside, saying they are driving to the beach. During this activity, children enjoy

discussing what a fun day they are going to have and what they are going to do when they 'get there'.

- Staff support children to persevere if they find activities challenging. When staff see children struggling to cross a balance beam, they step in to offer support. They show how holding their arms out to the side helps with their balance, encouraging children to have another go. Children are proud when they get across without falling off.
- Children who speak English as an additional language engage well with staff. As their confidence develops, they play alongside other children. However, staff do not teach children effectively about differences in people and cultures.
- Children with special educational needs and/or disabilities (SEND) make good progress. The special educational needs coordinator (SENCo) is knowledgeable about how to support children with SEND. She liaises with other professionals to support children in all areas of the curriculum. This helps them reach their full potential.
- Partnerships with parents are good. Families have good relationships with staff and understand what their children are learning. Staff keep parents up to date with their children's progress, supporting them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff are clear on the signs and symptoms of abuse. They understand the importance of reporting concerns in a timely manner. Staff are clear on the procedures to follow if there is a concern about an adult working with children. They record all accidents and incidents, including any injuries a child may have received at home. The pre-school has effective measures in place to identify children with allergies at snack and mealtimes. Staff supervise children well, both indoors and outdoors.

What does the setting need to do to improve?

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

- provide children with more opportunities to learn about diversity and differences in people
- develop monitoring systems to provide regular supervision and support for managers.

Setting details

Unique reference number	251681
Local authority	Suffolk
Inspection number	10264356
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	24
Number of children on roll	27
Name of registered person	Little Buds Pre-School Committee
Registered person unique reference number	RP910852
Telephone number	01638 665219
Date of previous inspection	13 June 2017

Information about this early years setting

Little Buds Pre-School opened in 1990. It is situated in Newmarket, Suffolk. The pre-school is run by a voluntary committee. There are six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- This was the first routine inspection the childminder 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke 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 was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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