

Inspection of Little Raindrops

Little Raindrops Pre-School, Chapple Drive, HAVERHILL, Suffolk CB9 0DU

Inspection date: 26 January 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 warmly welcomed at the gate by friendly, caring staff. They eagerly enter and hang up their belongings. They point to their coat peg photo and say, 'That's me'. Children rush off to explore. They quickly become engrossed in activities of their choosing. Children dress dolls. They tuck them into pushchairs and take them for a walk. Older children roll play dough into balls to make 'sweets'. They chat about their 'sweet factory' and tell each other, 'I'll be the chef and you be the cutter'. Children enjoy sensory activities. They spread lard onto cardboard tubes to make bird feeders. They squish lard between their fingers and say, 'This is sticky'.

Children benefit from plenty of fresh air and physical exercise. They explore the spacious outdoor environment and show high levels of confidence and independence. Children whizz down slides and balance on beams. They show stamina as they run up and down slopes. Children invent their own games. They use magnifying glasses to search for 'bears'. Children crawl through tunnels and shout 'I have found one'. They squeal with delight when staff roar like bears. Younger children show control as they dig in sandpits. They fill buckets and say, 'My cake is ready'.

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

- Children develop their independence. They pour their own drinks and clear away cups and bowls at snack times. Children quickly become independent in their self-care, such as toileting and washing their hands. Staff patiently provide support where children need it. They tell children, 'Put one arm in and I'll help you with the other one' as children persevere with putting on their coats.
- Children benefit from frequent song and story sessions. This helps to support their communication and language. Children take an active part in 'jungle boogie'. They stomp their feet like elephants as they sing. Younger children delight when they are chosen to pick out a 'song spoon'. They join in with the words and actions of familiar nursery rhymes.
- Children show that they feel safe and happy. They approach staff for cuddles and hold their hands to explore outside. Children demonstrate strong bonds with their key person. They snuggle on their knee and 'check in' with them at regular intervals. Staff treat children with care and kindness. They quickly notice when children need help or feel unwell. Nappy changes are respectful and gentle. For example, staff talk to children about what they are doing.
- Children show kindness to each other. Older children approach younger children and say, 'Shall I help you?'. They expertly show them how to roll play dough into balls. Staff are positive role models and encourage turn taking. For example, children feed pet guinea pigs. Staff share out vegetables and remind children

that 'everyone will have a turn'.

- Children with special educational needs and/or disabilities are supported well. For example, electronic tablets have been provided and children use these to help communicate their snack preferences. Staff make timely referrals and work closely with other professionals. Extra funding is used to enhance children's learning.
- Partnerships with parents are strong. They report that their children settle into the pre-school very quickly. This is because settling-in sessions are flexible and tailored to suit individual children. Parents say staff are 'caring and amazing'. They say they are kept fully informed via daily handovers and online platforms.
- Staff work closely as a team. Daily briefings ensure that staff are aware of children's specific care and development needs. Staff say they are fully supported and report high levels of enthusiasm for their roles.
- Staff plan stimulating activities. However, some planned activities do not precisely build on what children already know and can do. For example, some children repeat adult-led activities from the previous day and staff do not offer further challenge or adaptations.
- Staff interact warmly with children and get down to their level. However, some interactions are too simple and do not offer enough challenge to deepen children's thinking.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know what to do if they are worried about a child's welfare and they understand their responsibilities to report concerns immediately. Staff know how to identify and report concerns regarding the behaviour of an adult. They show an awareness of wider safeguarding concerns, such as county lines. Staff work collaboratively with other professionals to ensure relevant information is passed on to ensure the best outcomes for children. Staff make regular checks of the premises to make sure it remains safe and suitable for children.

What does the setting need to do to improve?

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

- ensure that the planning and implementation of the curriculum is clearly sequenced, building precisely on what children already know and can do
- support staff to understand how to provide children with the appropriate challenge, to further extend their learning to the highest level.

Setting details

Unique reference number	EY426802
Local authority	Suffolk
Inspection number	10264170
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	26
Number of children on roll	58
Name of registered person	Little Raindrops
Registered person unique reference number	RP911097
Telephone number	07957747767
Date of previous inspection	7 June 2017

Information about this early years setting

Little Raindrops registered in 2011 and is located in Haverhill, Suffolk. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five at level 3 and one at level 2. The pre-school opens all year round, except for bank holidays and Christmas. Sessions are from 8am to 6pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 this into account in her evaluation of the provider.
- The room manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The room manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- A number of parents provided verbal feedback to the inspector and the inspector took account of their views.
- The manager provided the inspector with a sample of key documents on request.

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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