

Inspection of Little Cuckoos Preschool

Lyes Green, Corsley, Warminster, Wiltshire BA12 7QH

Inspection date: 24 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly arrive ready to explore the wonderfully open space they use as their outside classroom. Staff greet parents and children warmly and after a seamless transition, children immediately immerse themselves in deep-level learning. For example, children practise their fine motor skills using small brushes to paint with mud water. Younger children explore their natural curiosity, engaging in a wealth of activities to support their early exploration skills. For example, younger children dig for pretend dinosaur bones and staff support their early communication skills by repeating words, such as 'dig, dinosaur' and 'bones'.

Children are happy, secure and motivated, which underpins their ability to thrive, learn and develop within an enriching environment. For example, children skilfully hammer small nails into wood, supporting their hand-to-eye coordination. Children are confident communicators and they develop good speaking and listening skills. Children have access to a variety of open-ended resources. Children use a willow arch as a dinosaur den while laughing and naming their dinosaurs, using vocabulary such as 'Brontosaurus'.

Children show high levels of respect for one another and adults, and their behaviour is exemplary. Staff are highly skilled when interacting with children, inspiring, guiding and informing their learning in sequence. For example, staff discuss with children during snack the importance of healthy foods, using their manners and helping their friends.

Parents express how their children's development has accelerated during their time at the setting. Parents are informed of their children's development through detailed daily updates and have secure and trusting relationships with staff. Staff welcome parents into the setting to share children's learning and celebrate their individual achievements. During the COVID-19 pandemic, the manager remained in contact with children and their families, signposting them to where they could access support.

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

- The dedicated manager's ambitious curriculum intent is implemented extremely well by staff and embedded securely. All interactions with children are of a high quality. Staff know children well and what they need to take them to their next stage of learning.
- The staff have an excellent awareness of how children learn and provide opportunities for children that support their well-being and emotional development. For example, staff naturally discuss emotions, such as scared or worried, through conversations with children. Staff provide wonderful learning

opportunities for children using mathematical language, such as 'big, how many, empty' and 'full' when children are pouring water during snack.

- The manager and staff have high expectations for all children in their care, including children with special educational needs and/or disabilities. They work extremely closely with outside agencies to meet children's individual needs. Staff provide accurate and detailed assessments of children's learning and development. Gaps in learning are swiftly identified, ensuring all children make excellent progress. For example, staff recognise that speech and language and building relationships is a priority, so they have tailored teaching opportunities to support children with this.
- The manager and staff are exceptionally committed and have a clear vision of the high-quality planning and teaching they want to provide. Staff monitor and evaluate the provision successfully. For example, a bush that was blocking children's view of the garden has recently been removed to enhance children's opportunities for communication and observation. The surplus mud has now formed a pile in which the children enjoy climbing and racing toy diggers up and down, supporting their physical development.
- Staff's professional development is continuously reviewed to ensure they are providing the highest quality of care, supporting children's learning and development. All staff agree that they receive consistent support from the manager, which strongly supports high levels of motivation and staff well-being.
- Staff provide children with consistent boundaries, while having excellent choices, with a strong emphasis on enabling children to manage their own risks. For example, children climb up onto the tree swing independently. Staff show children high levels of respect, treat them with kindness and value their opinions. Staff provide outstanding support for children to become highly independent while enabling them to manage age-appropriate risks, for example children have fun walking and balancing on top of tyres and chasing their friends.
- The manager and staff understand the importance of early years education to build firm foundations for life-long learning. They engage with their community very effectively and understand families' needs to ensure every child has the same outstanding opportunities. For example, children visit the local farm and look after the chickens in the outside classroom.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a strong understanding of their duty to protect children and report any concerns they may have about a child's well-being. The manager has robust, effective and efficient recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so. The environment is regularly risk assessed and adapted, where necessary, to ensure the environment is safe and secure for all children.

Setting details

Unique reference number	161999
Local authority	Wiltshire
Inspection number	10264062
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	33
Name of registered person	Little Cuckoos Pre-School Committee
Registered person unique reference number	RP903909
Telephone number	01373 832298
Date of previous inspection	22 May 2017

Information about this early years setting

Little Cuckoos Preschool registered in 1986. It is situated in Corsley, Warminster. The pre-school is open from 9am to 3pm, Monday to Friday term time only. The pre-school receives funding to provide early education for children aged two, three and four years. The pre-school employs six staff. One staff member holds a qualification at level 6, three staff hold early years qualifications at level 3, one staff member holds a qualification at level 2 and one staff member is unqualified.

Information about this inspection

Inspector

Chelsea Woollard

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a group activity with the manager.

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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