

Inspection of Little Owls Pre-School

Hutton Primary School, Church Lane, Hutton, Weston-super-mare BS24 9SN

Inspection date: 24 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive confident and behave well. They quickly get to know the routines, which helps them to feel safe and secure. Children eagerly participate in the morning circle time. For example, they recite the days of the week and discuss the weather. Older children confidently count how many children are present and predict the number of adults before finding out if they are correct. Children are encouraged to lead their learning. For example, young children spontaneously sing familiar songs and do the actions. Older children confidently select resources for a purpose and discuss how they can make a bridge, adding animals to make a zoo. Children initiate conversations, knowing they will get a good response from staff. Staff listen and respond well to the children, recasting mispronounced words for children to hear. They are deployed effectively for children to make full use of the environment. For example, outside, children explore the trees, search for bugs under logs and have discussions in the wigwam.

Parents' written and verbal feedback is very positive. They confirm how much their children have progressed, especially in their confidence and language skills. Parents are confident their children are safe and comment on the good two-way communication with staff.

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

- The manager and deputy are new to their posts, although they have both been promoted in the strong staff team. The owner supports staff's welfare effectively. She recognises the importance of keeping her experienced and skilled team. The management team has already started to evaluate practice, including seeking staff's and parents' views. The team has begun to identify priorities for development, such as observing the quality of teaching and reinstating the tracking system for monitoring children's development.
- The manager has a clear curriculum which focuses appropriately on embedding children's prime areas of learning and preparing them for school. Staff make good use of their observations to know what children can do and what they need to learn next. They identify any gaps in children's development and plan effectively to narrow them. The special educational needs coordinator ensures that children receive any additional support to help them catch up with their peers. However, staff do not always make full use of activities to extend children's mathematical development.
- Staff have attended sign language training to support children's language skills. Children have daily stories and singing sessions to broaden their imagination, extend their vocabulary and develop a love of books. Staff encourage children to use books in all their activities, to support and extend their knowledge and understanding. However, staff do not always ensure that children can listen and

concentrate, without distractions, during whole-group story time.

- Children have a good understanding of a healthy lifestyle. They know to wash their hands after touching worms and insects, before eating and after using the toilet. Even young children wash their hands after having their nappy changed. Children have nutritious snacks and discuss healthy eating during activities. They have daily opportunities to be active indoors and outdoors.
- Staff provide good support for children to become increasingly independent, persevere and want to achieve. For example, children beam with pride when staff tell them, 'I knew you could do it.' Staff provide good role models for children to be kind and considerate. For example, they explain how worms are good for the soil and give our vegetables nutrients, so children are gentle when handling them. There are strong, positive relationships between staff and children.
- The manager and deputy have implemented their new knowledge from training to change the way they help children to settle on arrival. They now take the children outside first, which has a positive impact on them, especially their behaviour and well-being. In addition, children extend their understanding of nature and build their large-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and designated safeguarding lead ensure that all staff have regular training and know what to be aware of if they have concerns about a child's welfare. Staff follow good procedures and know who to go to outside the organisation if they have concerns about a colleague. Staff provide good supervision and help children to manage age-appropriate risks. For example, they demonstrate the correct way to use safety knives so that children can practise cutting up fruit and vegetables. Children learn which seeds are safe to eat and which are not. Staff are deployed effectively and work together well as a team. They carry out good risk assessments and keep the premises secure.

What does the setting need to do to improve?

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

- help children to listen and concentrate during whole-group stories
- support staff in using activities and experiences to extend children's mathematical development.

Setting details

Unique reference number	2631207
Local authority	North Somerset
Inspection number	10280974
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	22
Number of children on roll	32
Name of registered person	Martin Howell and Serena Howell Partnership
Registered person unique reference number	RP907118
Telephone number	07757201694
Date of previous inspection	Not applicable

Information about this early years setting

Little Owls Pre-School re-registered in 2021. It is privately owned and operates from the grounds of Hutton Primary School, Hutton, North Somerset. The pre-school employs six members of staff. Of these, one holds an appropriate early years qualification at level 6, and four hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a small-group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The manager, deputy and inspector held a leadership and management meeting. The inspector checked relevant 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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