

# Inspection of Little Saints Pre-School

Weeting Primary School, Weeting, BRANDON, Suffolk IP27 0QQ

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Inspection date: 20 June 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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Staff provide a welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. They enthusiastically go into pre-school to find their friends. Children build close emotional attachments to staff and readily go to them for a cuddle, a chat and support with activities. Staff are led by what children want to do and are actively engaged in their play and learning. Children know that they can ask for resources that are not out. They understand the need to take turns as they play board games with staff.

Children have a positive attitude to learning. They are confident and friendly. Children show a good interest in what the inspector is doing and chat happily about their experiences at the pre-school. They benefit from a range of interesting resources that help support their progress across all areas of learning. Children sit together as they look at books and make stars and planets from play dough. Staff help children to count how many spoons of 'moon sand' they need to fill a container. Staff pay good attention to planning for outdoors, helping to ensure that those children who learn best from being outside can do so.

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

- The management team demonstrates a strong commitment to the continuous improvement of the pre-school. Good progress has been made since the last inspection. The committee has met its legal duty to inform Ofsted of changes to those who make up the registered body. The committee actively supports the staff in their work.
- Staff know the children well. They observe children as they play and identify what they already know and can do. Staff use what they know about the children to plan interesting and stimulating activities that are rooted in their interests and help them develop the key skills needed to be ready for school.
- Staff support children in purposeful play. However, they do not consistently promote children's developing problem-solving skills. In addition, staff ask questions but then often move on before children have had time to think and express their own responses. Despite this, staff do engage children in conversation. They chat to children as they play and introduce new vocabulary, such as the names of planets. Children become confident communicators.
- Children are familiar with the consistent routines, promoting their confidence and sense of belonging. However, they become restless during whole-group activities and during transitions between activities. Staff do not organise these well enough to support children to listen and concentrate. Children quickly lose interest, and their behaviour deteriorates.
- Children respond positively to the high expectations of staff. Staff talk to children

in a calm and respectful manner, reminding them about the need to use 'listening ears' and take turns with popular resources. They manage unwanted behaviour sensitively, considering children's understanding and stage of development. Staff show a good respect for children's work and give meaningful praise for their efforts.

- Children are helped to learn about the importance of good hygiene routines. They are encouraged to have regard for their own personal hygiene needs, relevant to their age and stage of development.
- Staff tailor settling-in procedures to the individual needs of each child and their family. Partnerships with parents are successful. Staff are committed to working together with them to ensure continuity of care and learning for their children. Parents are kept well informed through electronic and daily verbal communication.
- The management team implements an effective programme of supervision and appraisal for all staff to manage their performance and foster a culture of mutual support. Staff are supported in their professional development. They maintain mandatory training and some staff are working towards early years qualifications.
- The management team has established partnerships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carry out risk assessments to ensure that children are kept safe. Following recent concerns about the sand used in the sand pit, they have decided to stop using it and replace it with certified play sand. There are effective recruitment and selection procedures in place to help ensure that those working with children are suitable for their role. All staff complete training in child protection, to ensure that they are aware of the local procedures for safeguarding children. Staff are aware of the indicators of abuse. They understand how to support vulnerable families who may be at risk of harm from extreme behaviours and views.

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

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

- strengthen staff teaching skills so that they consistently give children time to think, solve problems and express their own responses to questions
- improve the organisation of transitions between activities, and whole-group times, to ensure that children continue to enjoy a good standard of play, teaching and learning.

## Setting details

<b>Unique reference number</b>	EY447801
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10295843
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Weeting Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP517366
<b>Telephone number</b>	07927690968
<b>Date of previous inspection</b>	14 October 2022

## Information about this early years setting

Little Saints Pre-School was established in 1977 and re-registered in 2012. It is situated in Weeting, Suffolk. There are seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a tour of the pre-school to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the committee secretary and also the deputy manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- Children chatted to the inspector and told her what they like to do when they are at pre-school.
- Parents and carers shared their views of the pre-school with the inspector.

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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