

Inspection of Little People Pre-School

Bourne Community Hub, Northmere Road, Poole BH12 4DY

Inspection date: 13 July 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 Good

What is it like to attend this early years setting?

The provision is good

Children form close bonds with staff. They are eager to see them when they arrive and are greeted warmly. Staff show genuine pleasure in seeing the children and chat with them happily. Staff know children well and children benefit from the clear intentions staff outline based on each child's development needs. Children's confidence grows very effectively in the caring environment that the friendly staff provide. Children take on challenges and build their physical skills readily. They excitedly use ride-on toys and equipment outside. They enjoy ball play and practise their skills with bean bags, throwing and aiming these through hoops and into boxes. Staff make the games fun and offer lots of encouragement and praise. Children of all ages do well and are proud of their achievements.

Children enjoy making marks in interesting age-appropriate ways, developing their creative skills and dexterity well in readiness for early writing. They enjoy using toy animals to print with paint. Painting sticks are popular, children enjoy the vivid colours and discuss these with staff. Outside, they use chalks on the paving, drawing lines and different shapes. Younger children relish painting with water, exploring the different properties and effects they can create.

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

- The manager leads her staff team well, and they enjoy working at the pre-school. Staff communicate with each other, they ensure that they support children appropriately and keep their well-being high. They show dedication to the children and families that attend the pre-school, and effectively support children with a complex range of needs.
- Staff very patiently help children to manage their emotions and begin to understand the needs of others. Staff plan their support carefully, consistently offering children opportunities to develop their social skills. Older children build close friendships and play cooperatively together. Younger children learn to share and take turns with toys. This includes children that require particularly perceptive intervention and additional support.
- The manager links with key persons to outline children's learning needs and share regular assessments with parents. They all work together to support children. The manager has undertaken training to help children who have special educational needs and/or disabilities (SEND). She works in a timely way with parents and outside professionals to get children the help they need. She liaises with local teachers to support children's move on to school. Children make good progress, including two-year-olds in receipt of funding. Children with SEND are closely supported to reach their potential.
- Staff support children to develop their maths skills. For example, children play games with dice, carefully counting the dots to work out the number. They use

positional language in bean-bag games and talk about size as they play with dough, breaking this into small and large pieces.

- The manager leads the evaluation of practice. There have been considerable adjustments since the last inspection with a temporary change of venue and move to a newly-built building. The manager continues to outline areas for development, and is receiving support to enhance the set-up of the new pre-school environment. Staff make changes to activities after lunch to offer new experiences to children. They introduce new activities through the morning to follow children's interests. However, at times staff miss opportunities to adapt the environment to maintain children's engagement, enable them to independently follow their interests, and develop their learning as much as possible.
- Staff support children's communication closely, including those that speak more than one language. Staff work to develop their support further through training. They use additional assessment tools and undertake training in early signing to help children communicate, particularly those that have some difficulties in this area. Staff lead beneficial group times with stories and singing sessions and develop children's listening and attention well.
- Children develop their independence, helping to tidy the toys in readiness for lunch time. Staff have changed their routines due to the COVID-19 pandemic and their move to different premises. At lunchtime staff encourage children to do things for themselves, such as opening their food packets with the 'pinch-and-pull' technique. However, they do not ensure they fully foster children's sense of responsibility and their understanding of healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The whole staff team follow clear risk assessment and security procedures for all areas. Staff know what to do if they are worried about the children or if they have concerns about another member of staff. They are vigilant in their supervision of the children, to ensure children are kept safe. Staff refresh their child protection knowledge through training. The manager has undertaken higher-level safeguarding training, she effectively leads the safeguarding practice at the pre-school.

What does the setting need to do to improve?

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

- adapt activities and the environment more readily, to maintain children's engagement, enable them to independently follow their interests and extend their learning as much as possible
- extend the support for children to develop their sense of responsibility and their

understanding of healthy choices and lifestyles.

Setting details

Unique reference number	EY492279
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10299919
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	32
Number of children on roll	46
Name of registered person	Bebington, Deanna Elizabeth
Registered person unique reference number	RP908758
Telephone number	07891690865
Date of previous inspection	26 January 2018

Information about this early years setting

Little People Preschool registered in 2015 and is located in Poole, Dorset. The privately owned pre-school operates from 8.30am to 3pm, Monday to Friday during school term times only. There are seven members of staff, the owner/manager holds a qualification at level 4 and the rest of the staff all hold an appropriate qualification at level 3. The nursery provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed all areas and discussed with the manager how these are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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