

# Inspection of Blue Hoots Pre School Ltd

Blue Hoots Pre School, The Old School House, Birmingham Road, Blakedown,  
KIDDERMINSTER, Worcestershire DY10 3JN

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Inspection date: 2 August 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed into this friendly and nurturing environment by enthusiastic, happy staff. Staff spend time getting to know the children in their care very well. They form mutually warm and trusting relationships. This helps children to feel safe and secure. Children's personal, social and emotional development is supported well. Children are evidently very happy in this setting.

Children benefit from plenty of opportunities to explore and gain new skills in this well-resourced learning environment. For example, babies develop their fine motor skills and hand-eye coordination as they hang wooden rings on a mug tree. Staff encourage older children to explore their emotions and feelings. For instance, they talk about how different music makes them feel. Children make good progress and develop the skills they need to be ready for the next stage in their learning.

Staff are excellent role models. They calmly remind children about sharing and turn-taking as they play. Children have beautiful manners. For example, two-year-old children say 'thank you' when they are given a toy. Children behave very well.

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

- The curriculum is suitably ambitious and coherently sequenced. During child-led activities, staff scaffold children's learning. For instance, they lead discussions about the different sizes and colours of plastic balls as children identify 'the little one' and 'a blue one'. This helps to extend learning by building on what children already know and can do.
- Children enjoy the adult-led activities that staff offer them. These engage children and spark their natural curiosity because they are based around their current interests. However, the intention for these activities is not always clear. Staff sometimes do not check that children understand what to do, or explain concepts, such as floating and sinking, before an activity begins. This means that children do not always understand what they need to do and activities lack a purposeful structure. Consequently, opportunities to fully extend children's learning are not maximised.
- Staff model language well. They engage in dialogue with children in ways that are appropriate to their ages and stages of development. For instance, they recognise and respond to babies' babbling as early attempts at speech. Children learn to be confident, effective communicators.
- Children learn about healthy lifestyles. They benefit from healthy, nutritious meals and snacks. Children enjoy plenty of opportunities to play outdoors and develop their physical skills. For example, they enjoy climbing and using the slide. Children learn about the importance of good dental hygiene and regular handwashing. They are encouraged to wash and dry their own hands. Staff

support children to become increasingly independent in this important skill.

- The special educational needs coordinator (SENCo) has a wealth of knowledge and is passionate about her role. She has an excellent understanding of each child's needs. The SENCo works closely with other professionals to ensure children get the support they need to help them succeed. This means that children with special educational needs and/or disabilities receive high-quality support, tailored to their individual needs. As a result, all children make good progress in their learning.
- Children develop an understanding of people in their own community and the world around them. They explore similarities and differences. For example, they learn that not all families look the same. Children learn about a variety of cultures and different celebrations through activities, experiences and discussions. This supports children's developing knowledge and understanding of the world.
- The manager is both reflective and proactive in her practice. She is able to identify the strengths and areas for development to improve outcomes for children. Staff benefit from regular supervisions and training. They are happy and report being well supported by the manager.
- Comments from parents are very positive. They say that staff take time to listen to and support them. Parents report that they are kept up to date about their child's progress and development. Staff work in partnership with parents to support children's development and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their respective roles and responsibilities for safeguarding children. The manager ensures that staff's safeguarding training remains current. Staff know the signs and symptoms that may indicate a child is at risk of harm. They have a good understanding of the procedures they must follow if they are concerned about a child or if there are allegations made about a member of staff. There are robust systems in place to record accidents or injuries. Staff complete regular checks and risk assessments to keep children safe.

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

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

- support staff to fully understand the intent of activities, and ensure they provide children with a clear explanation of what is expected of them so that they make continued progress in their learning.

## Setting details

<b>Unique reference number</b>	EY409672
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10295428
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	52
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Blue Hoots Pre-School & Out Of School Care Limited
<b>Registered person unique reference number</b>	RP903517
<b>Telephone number</b>	01562701333
<b>Date of previous inspection</b>	18 December 2017

## Information about this early years setting

Blue Hoots Pre School Ltd re-registered in 2010. The pre-school and out-of-school club employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications from level 3 to level 6. The pre-school opens from Monday to Friday for 45 weeks of the year. Sessions are from 7.30am to 5.30pm. There is a holiday club provision open for two weeks during Easter and for four weeks during the summer holidays from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Dukes

## 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 manager and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector had a learning walk together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the setting.

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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