

# Inspection of Lyn's Little Ones Preschool

78 Union Street, Wallasey CH44 0BW

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Inspection date: 9 October 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 happy and settled. They enjoy spending time with staff at this welcoming and friendly pre-school. Children demonstrate that they feel safe here. They talk excitedly about the recent outing staff organised to the local greengrocer to select and buy their own fruit. Children have formed close bonds with staff and their peers. These positive relationships help children to feel confident when trying new activities at pre-school.

Children behave well and they are kind to their friends. Children learn about different feelings in their circle time sessions. They use the sensory tent to help them regulate their own emotions. Staff are positive role models and have high expectations of all children. They listen attentively to children when they are talking. This helps to build up children's self-esteem.

Children enjoy the range of exciting activities staff organise. Younger children are engrossed in learning as they mix ingredients together to make their own play dough. Older children show good levels of concentration as they wash and dry the dolls. They work as a team as they try to put the dolls' clothes on. Children show positive attitudes to learning and they make good levels of progress.

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

- Staff create a broad and balanced curriculum. The curriculum is designed to build on what children know and can do. Staff know where children are up to in their development and plan appropriate next steps in their learning. However, at times, staff do not differentiate activities effectively to help all children fully participate with activities.
- Children behave well and they show that they understand the routines of the setting. Staff provide clear expectations to children. For example, children understand why they must use 'walking feet' when playing inside. This helps children understand and follow the rules of the setting well.
- The special educational needs coordinator (SENCo) provides effective support to staff working with children with special educational needs and/or disabilities (SEND). The SENCo works closely with external professionals to help children work towards their next steps. She supports staff in implementing agreed plans for identified children. Children with SEND make good progress from their starting points.
- Children benefit from opportunities to enhance their growing independence. Younger children hang their coats up on their pegs. They pour their own drinks at snack time. Older children carry their plates to the table at lunchtime. They are learning to manage their own personal hygiene. These opportunities help children to feel proud of the tasks they can complete by themselves.

- Staff teach children about diversity. Children learn about other cultures. They celebrate a range of festivals and try food from different countries. Children learn about the dynamics of other families. This helps children learn about people and communities that may be different to their own.
- Overall, partnerships with parents are strong. They comment on how 'approachable, friendly and nurturing' the staff are. Staff are developing further ways to support parents with children's home learning. They have set up a lending library for the older children. However, this is not consistent throughout the pre-school to help younger children gain a love of reading at home.
- Staff support children's communication skills well. They get down to children's eye level and model language clearly. Staff introduce new words to extend children's vocabulary as they play together. For example, staff introduce children to the mathematical vocabulary 'heavy' and 'light' as they play in the café together. Children feel the weight of different foods and weigh them on the scales. They enthusiastically join in with singing nursery rhymes as they play with the farm animals. This helps to promote children's language skills.
- Children's physical development is promoted well. Children have opportunities to climb, balance and run freely in the outdoor area. They happily ride around on the scooters and bicycles. This helps to develop children's large-muscle movements.
- The manager carries out regular supervision of staff and monitors their teaching practice. Staff access training to enhance their professional development. This helps to constantly improve staff's knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their role and responsibilities to keep children safe from harm. They are confident about what signs may concern them about a child. Staff know the correct procedures to follow to promote children's welfare. They are aware of the policy for whistle-blowing and know how to escalate any safeguarding concerns. Staff complete monthly fire evacuation drills with children. They help children learn how to cross roads safely when they go on outings. The manager carries out robust recruitment, vetting and induction procedures to help to ensure that all staff working with children are suitable.

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

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

- build on and embed the home-learning strategies already in place, including helping children to develop a love of reading at home
- differentiate activities to ensure learning outcomes are suitable and achievable for all children.

## Setting details

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| <b>Unique reference number</b>                     | EY482487  |
| <b>Local authority</b>                             | Wirral  |
| <b>Inspection number</b>                           | 10305066  |
| <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> | 3 to 4  |
| <b>Total number of places</b>                      | 40  |
| <b>Number of children on roll</b>                  | 48  |
| <b>Name of registered person</b>                   | Danny So Limited  |
| <b>Registered person unique reference number</b>   | RP534037  |
| <b>Telephone number</b>                            | 0151 6394303  |
| <b>Date of previous inspection</b>                 | 9 February 2018   |

## Information about this early years setting

Lyn's Little Ones Preschool registered in 2015. The setting employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday all year round and offers out-of-school care during school holidays. Sessions are from 7.45am to 6pm. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

## 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 provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector, including records of staff's suitability and paediatric first-aid certificates.

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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