

Little Squirts Pre School

The Old School, Dunstable Road, Bedford, Beds, MK45 1hn, MK45 1HN



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| Inspection date | 25 April 2017 |
| Previous inspection date | 21 June 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager and provider have worked with staff to implement practical and sustainable improvements. These have played a significant part in developing the pre-school since the last inspection.
- Staff are supported well in completing training and using their new knowledge. They now ensure that children have easy access to resources, such as clipboards and whiteboards, that support them in developing their early writing skills.
- Staff work well with parents and support them in extending their children's learning. For example, key persons agree children's next steps with their parents and offer ideas for associated activities to try at home.
- Staff offer children realistic opportunities that support them in managing their behaviour. For example, role play and discussions help children to explore their feelings and to learn how to express these appropriately.
- The manager continuously reviews children's progress. She ensures that daily activities support children's learning and any weaker areas are swiftly addressed.

It is not yet outstanding because:

- Staff do not always make the best use of opportunities to encourage children to try things for themselves or to solve problems as they encounter them in their play.
- Staff do not consistently offer children sufficient opportunities to extend their knowledge of the uses of information and communication technology.

What the setting needs to do to improve further

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

- enhance the opportunities for children to try things for themselves and to solve problems as they encounter them in their play
- extend the opportunities for children to use and explore information and communication technology.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school provider, the manager and administrator. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager uses her qualification well to inform her practice. She has worked with the provider to improve staff supervision and to aid staff in developing their good teaching skills. Arrangements for safeguarding are effective. Staff complete regular training in this area so that they fully understand all possible threats to children's welfare and know how to report any concerns. The manager monitors children and understands their needs so that she makes good use of additional funding to support their development. Effective procedures to work with other providers ensure that children's care is consistent. The manager and provider have successfully addressed the actions from the last inspection. Their comprehensive ongoing review aids them in continuing to improve the pre-school.

Quality of teaching, learning and assessment is good

The improved use of observations means that staff know children well and use their interests as a way of extending their learning. Staff talk with children as they play with their favourite dolls, building on their vocabulary as they introduce new words, such as weighing and clinic. Staff make good use of daily routines as a way of reinforcing children's learning. Children sit together before lunch and discuss what they have learned about seeds and growth. A staff member builds on this by introducing different seeds. The children are engrossed and eagerly place the seeds in order of size, supporting the development of their mathematical skills. However, staff miss some opportunities to encourage children to think about the problems they encounter as they play.

Personal development, behaviour and welfare are good

Staff use the key-person system well to obtain information from parents about children's needs and routines. They then use this to inform the planning and help children settle. Children quickly build secure bonds with staff, talking to them and including them in their play. Staff support children in understanding how to keep themselves safe and healthy. They explain why they need to cover their mouths when coughing and talk with children about how exercise, such as their rugby session, benefits their bodies. Children participate in group discussions, where they review their learning and celebrate their achievements. These opportunities help build children's positive attitudes and confidence.

Outcomes for children are good

Staff support children well so that they make good progress and develop essential skills in readiness for school. Children enjoy participating in activities in small groups. For example, they play board games that support them in counting, taking turns and recognising written numbers and letters. These opportunities particularly aid children who have special educational needs and those who speak English as an additional language, as they develop important communication and social skills that support their learning.

Setting details

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| Unique reference number | EY484457 |
| Local authority | Central Bedfordshire |
| Inspection number | 1055414 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 50 |
| Number of children on roll | 31 |
| Name of registered person | Little Squirts Pre School Ltd |
| Registered person unique reference number | RP908142 |
| Date of previous inspection | 21 June 2016 |
| Telephone number | 07734044318 |

Little Squirts Pre School was registered in 2015. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children who have special educational needs and/or disabilities and for those who speak English as an additional language.

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