

# Little Learners Pre-School

Lincoln Road, Skegness, PE25 2DR

<b>Inspection date</b>	07/08/2014
Previous inspection date	28/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Practice in this pre-school is truly worthy of dissemination to other providers. Leadership is inspirational and drives the pursuit of excellence in all of the pre-school's activities. This ensures all children's needs are met exceptionally well.
- Children make excellent progress towards the early learning goals because staff are highly skilled teachers who plan and provide stimulating and exciting learning experiences for children each day.
- Children's social and emotional needs are met exceptionally well by staff. This is initially addressed with a well-planned, flexible settling-in procedure. Great care is taken to build strong emotional attachments with all children and this fosters a sense of belonging and ensures that children are confident learners.
- The children learn exceedingly well in an awe-inspiring environment that fully promotes their independence and creativity. Children are highly motivated in their play and learning.
- Safeguarding of children is exceptionally secure throughout the pre-school. All staff have an extremely high level of knowledge and understanding of child protection issues.
- Partnerships with parents and carers are given utmost priority. Staff involve them in all aspects of pre-school life, and learning outcomes for children are excellent as a result.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the pre-school and outside.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held discussions with the manager of the pre-school, the children and the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation and the development plan.
- The inspector took account of the views of parents through written communication.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Little Learners Pre-School was registered in 2013 on the Early Years Register. It is situated in purpose-built premises in Skegness, Lincolnshire, and is privately owned and managed. The pre-school serves the local area and is accessible to all children aged from two to five years. There is an enclosed area available for outdoor play. The pre-school employs ten members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds level 5, one holds level 4, three hold level 6, one has Qualified Teacher Status and one has both Early Years Professional status and Qualified Teacher Status. The pre-school opens Monday to Friday, all year round. It also opens on Saturdays to meet demand. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 72 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the already excellent outdoor area, for example, by implementing plans to provide further opportunities for children to explore cooking outdoors by installing an outside oven.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff team are highly skilled teachers. They have a superb knowledge and understanding of child development and how young children learn. Staff use their in-depth understanding of the characteristics of effective learning to observe each child individually. They then plan exciting activities and learning experiences for every child. This ensures children receive learning that is specific and relevant to them and helps all children make rapid progress towards the early learning goals. Parents are invited to share all they know about their children in relation to their starting points, when they first attend. Staff carry out an initial assessment once children settle at the pre-school, and this information is used as a clear starting point from which they plan children's individual next steps in learning. Planning thoroughly incorporates children's next steps and interests. For instance, when children talk about growing sunflowers on their computer game, staff follow up this interest by introducing children to real sunflowers and discussing their life cycle. Detailed observations and regular rigorous assessment provide a comprehensive record of children's progress. Staff skilfully interact with the children and involve themselves in their play activities, always getting down to children's level to communicate with them. For instance, in the sensory room, children work out how to make the colour of the room change by rolling the dice. Staff watch without intervening, occasionally asking

open-ended questions to extend children's critical thinking. This exceptional use of questioning ensures children's learning is consistently stretched and their understanding is challenged. This means that children are constantly able to explain their reasoning and justify their thoughts.

Staff offer children inspiring opportunities to engage in rich experiences that encourage them to develop their own ideas and engage in shared thinking with staff. For example, children eagerly play in the remarkable mud kitchen. From this one activity comes many learning opportunities, for example, children estimate how many saucepans of water are needed for the bowl and talk about safety issues, such as using gloves when cooking. Children have excellent opportunities for outside play as they freely choose between indoor or outdoor play. All children develop their physical skills extremely well as they throw and catch a ball with staff. Children's mathematical development and their understanding of the world are supported very well. Regular opportunities to count and explore shape, space and measure, combined with numbers and shapes in the environment, give children consistent opportunities to develop their early mathematical understanding. Staff skilfully introduce mathematical language as they suggest who is first and who is second as they race around. Children have plentiful opportunities to make marks and develop early writing skills, for example, by writing for a purpose as they write their pretend shopping order to bake a cake. Children enjoy listening to stories and participate well. They are encouraged to join in with the story by anticipating what will happen next. Staff use an animated voice to help children tune in. This means their listening and attention skills are extremely well supported. Staff support children to learn about how to care for other living things through caring for the pre-school rabbit. In addition, the children are privileged to have encountered incubating eggs and watching them hatch. The resulting chickens are now housed proudly in the pre-school garden. Opportunities for children to explore and investigate are superb. For instance, children change into their swimsuits and enter the water room. They squeal with delight as they experiment with a range of taps, turning, pushing and lifting to access water. Children change the mood lights as they alter water temperatures on the shower.

Staff provide children with excellent opportunities to share their experiences and knowledge from different parts of their life. Children eagerly recall their recent holiday and the cultural practices they encountered. Staff have the children at the heart of everything they do. For instance, following a recent foreign holiday, staff return with a selection of jam for children to sample. This provides children with opportunities to develop an understanding of the world. Staff are consistently devising imaginative ways to fully enhance children's learning and provide them with the widest possible range of learning experiences, both inside and outside. For example, the children create complex structures using various resources that allow them to express their own ideas. This pre-school is a unique and rare opportunity for young children to enjoy being challenged in an innovative and often state-of-the-art environment. As a result, children make astounding progress in their learning and gain an excellent range of skills in readiness for them moving on to school. Children with special educational needs and/or disabilities are very well supported. Staff work closely with parents and external professionals to regularly review children's progress and targets to ensure they make as much progress as possible based on their abilities. Staff work in close partnership with parents and carers regarding all aspects of their children's education. Regular communication in the form of daily exchanges of

information and more formal parents' evenings ensure parents are well informed about their children's progress. Staff in the pre-school room make suggestions about how parents can support their children at home. For example, by providing parents with home learning packs and story bags containing props. Every day staff write a detailed account of what the children have been doing on a board for parents to read. For instance, parents are informed about the children's experience of making healthy vegetable soup, and at home they are encouraged to make fruit kebabs. These methods are highly effective in helping parents to be fully involved in their children's learning and development. This significantly contributes to children's learning.

### **The contribution of the early years provision to the well-being of children**

Children are extremely content and relaxed in the pre-school. The environment is nurturing and awe-inspiring. Children are calm and highly confident as they engage in conversations and welcome visitors. Careful consideration is made to the allocation of each child's key person. This supports extremely close emotional bonds between children and staff and provides a strong base for children to develop their independence and explore. Where possible the pre-school endeavours to provide consistent key people for siblings who join the pre-school. This provides consistency for the children and parents and it enables staff to provide excellent care and emotional security. All children show a strong sense of belonging within the pre-school and settle well because staff have an excellent knowledge of their individual likes, needs and routines. They work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. On occasions, the manager conducts home visits to get to know children and their families. Children behave impeccably and this is because they are constantly engaged in playing and exploring. Children follow staff's lead in treating others with kindness and respect. The children's manners are excellent and they show a high level of respect to one another, staff and visitors. Staff praise children's superb behaviour constantly, and this boosts their self-esteem and confidence further. For instance, staff comment, 'I like how you use your manners'. Children's personal, social and emotional development is fostered very well. All of this contributes to them being exceptionally well prepared emotionally for when they start school. Children are extremely confident and self-assured, and demonstrate their excellent understanding of the importance of a healthy lifestyle and self-care skills. For example, they attend to their personal needs and wash their hands independently before snack time.

Children learn to be independent as they butter their cracker bread at snack time and pour their drinks. They also have a superb range of fruit, carbohydrate and dairy at snack time and they choose when to have this, which further develops their self-care skills. Mealtimes are social occasions as all of the children eat together and have the opportunity to chat to their friends. Children serve bacon couscous with vegetables onto their plates. Staff eat their lunch with the children and this contributes to the overall sense of belonging. The cook is heavily involved in pre-school life; she joins the children at snack and lunchtime. If a child has identified food allergies, this is taken extremely seriously. The pre-school goes to extreme lengths to protect these children from cross-contamination. Separate areas of the kitchen and shelves are designated for specialist food, and the menu for these children is carefully thought out and implemented diligently. Parents are kept fully informed of the

meals these children have eaten, and staff also eat these meals. This demonstrates the pre-school is highly inclusive and meeting all the needs of individual children. The pre-school is part of a healthy eating project, and as a result, the children are always offered a balance of food to help healthy minds and bodies.

Safety within the pre-school is highly monitored. Children are unable to leave unattended and the secure entrance system prevents people entering without the knowledge of the manager or staff. Staff demonstrate an excellent understanding of allowing children to manage their own risks, while maintaining their safety. Children are beginning to learn about health and safety risks. For instance, they wear hair nets when baking cakes and safety helmets are encouraged when children use the ride-on toys outdoors. The manager conducts exceptionally detailed risk assessments following any serious accidents to identify any hazards or dangers with regard to the environment or equipment in general. As a result, children's safety and welfare are of paramount importance. Community life is supported very well by the pre-school as children spend quality time out and about. For example, visiting the beach or their allotment. The stimulating and high quality environment is extremely well planned and there are a vast range of fascinating opportunities for the children. The environment at the pre-school constantly provides awe and wonder, from the innovative water room and the inventive mud kitchen to the state-of-the-art garden room with its water wheel mechanism and the gentle sensory room, which provides a tranquil and relaxing retreat. Children are extremely well prepared for the next steps in their learning. They are thoroughly supported when they move from nursery to pre-school. Many children move from the sister nursery. Children move from the nursery to pre-school with their current key person to ensure the changes are smooth and that secure attachments with the child's new key person can be formed. Once the children are happy and settled, the former key person steps back and hands over the care and learning. Excellent relationships have formed with local schools children attend. The manager liaises closely with reception teachers, who are invited to visit the children in the pre-school to build close relationships.

### **The effectiveness of the leadership and management of the early years provision**

The manager of the pre-school is inspirational; she puts her heart and soul into everything she does for the benefit of the children and families she serves. The manager strives for excellence amongst her staff and staff morale is very high. The excellent overall practice is worthy of dissemination to other early years providers. Safeguarding is at the forefront of all staff's minds because they want to protect the children they care for. The manager is committed to ensuring all staff receive safeguarding training at the highest level, and this guarantees all staff know how to respond if they have any concerns about a child in their care. Comprehensive risk assessments ensure that potential hazards have been identified and thoroughly addressed. For instance, low-level logs in the outdoor space have been risk assessed to ensure they are safe for children to play on. Children are kept safe because staff vigilantly supervise them at all times and the environment is extremely safe and free from hazards. All required documentation and record keeping for the safe organisation and management of the pre-school school, including accident records and follow-up risk assessments, are highly effective in ensuring that suitable actions are taken

when a child has an accident or an incident occurs. A thorough system is in place to deal with complaints. Any concerns raised by parents are taken very seriously, thoroughly investigated and dealt with accordingly.

Arrangements for the recruitment and selection of new staff members are thorough and robust. Well-established recruitment and vetting procedures mean that new staff undergo robust suitability checks and have completed relevant qualifications. All staff undertake a thorough induction process to help them understand their roles and responsibilities. Regular supervisions, appraisals and observations of staff practice ensure that any potential areas of concern are quickly identified and dealt with, so that the high quality of teaching is maintained. Consequently, children continue to receive stimulating and exciting learning experiences. Managers have an excellent overview of the curriculum through the meticulous monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. In addition, the room manager monitors children's individual progress through regular cohort studies. These are used to analyse any areas of development for specific groups of children and put measures in place to close any gaps in learning. For instance, the manager identified that a high number of two-year-old-funded children were not reaching expected ages and stages of development in communication and language on entry to the pre-school. As a result of excellent teaching, recent tracking and monitoring have recognised that these children have made rapid progress and are now either developing or exceeding in their expected developmental band.

Continuous professional development is given high priority and staff are supported to attend regular training and study towards further qualifications. The high level of education, training and skills that staff have has a very positive impact because the quality of teaching is excellent. Staff visit the other setting owned by the provider, and the manager is proactive in attending conferences, in order to observe best practice and share ideas. There is a constant strive to achieve excellence throughout all areas of the pre-school; this comes from the manager and is a vision shared with all the staff. Self-evaluation and critical reflection also take account of the views of children and parents. Consequently, the pre-school is consistently reviewing their provision, in order to maintain the highest possible standards across all areas. Through reflective practice, the manager and staff have identified further scope to develop the already excellent outdoor provision to provide children with additional opportunities to explore their love of cooking. For example, through the provision of an outdoor oven. The pre-school has established excellent partnerships with agencies, in order to provide additional support for children as required. This includes working with the local authority advisers and speech and language therapists. Parents are encouraged to come to stay and play sessions at the pre-school. This helps parents to understand how children learn and play. The manager's ongoing commitment to ensuring that close, trusting relationships are built with all parents is one of the main keys to the pre-school's success. The manager has exceptional enthusiasm and passion, and this is communicated to all staff. As a result, the pre-school consistently provides extremely high standards of care and learning for children and excellent support for families, which results in a safe and welcoming learning environment in which children make outstanding progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY469950
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	984414
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Marie Walker
<b>Date of previous inspection</b>	28/04/2014
<b>Telephone number</b>	01754765158

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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