

# Little Owls Pre-School, Plymouth CIO

Blake Lodge, Seymour Road, Plymouth, PL3 5AS



<b>Inspection date</b>	2 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 staff have a good understanding of how children learn and provide a welcoming, calm, well-resourced and stimulating learning environment. Children are eager to play and learn indoors and outdoors.
- Children behave well. Staff interact with children and manage their behaviour positively. They meet children's emotional needs well. Children show respect, respond well to simple instructions and show high levels of self-esteem.
- The staff are skilled at interacting with the children. Children at different stages in their development acquire good communication skills and learn ways to express themselves. They make good progress from their initial starting points.
- Staff develop strong partnerships with parents, other professionals and early years settings. They work together effectively to help meet children's care, learning and developmental needs, and to receive any additional support they need.
- Staff have a good knowledge of safeguarding procedures. They know what to do if they have concerns about a child's welfare.

### It is not yet outstanding because:

- Staff are not fully confident in their use of the new planning system, to help them more effectively and precisely plan for children's next steps in learning.
- At times, staff miss opportunities to encourage children to express their own creative ideas in their art and design activities.

## What the setting needs to do to improve further

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

- support staff further to better understand the new planning system and help them identify children's next steps in learning more effectively
- increase opportunities for children to use their imagination and ideas further during creative activities, to help them develop their individual creative thinking and exploration.

### Inspection activities

- The inspector observed activities and the impact of teaching on children's learning.
- The inspector held discussions with the manager and staff, and talked with the children.
- The inspector examined a sample of documentation.
- The inspector discussed self-evaluation, and observations of children's play, learning and progress, and jointly evaluated an activity with the manager.
- The inspector took account of the views of parents and carers by talking to them.

### Inspector

Dawn Biggers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Procedures for recruitment, selection, induction and the ongoing suitability of staff are rigorous and meet requirements. The manager and staff implement good systems to evaluate and improve the service they provide. They actively seek feedback from parents to reflect on how they can develop their service. For example, they have gained suggestions in a survey to improve the information available on the pre-school website to strengthen parents' involvement. Good processes are in place overall to review and monitor children's development, and to quickly address gaps in their learning. Staff practice is successfully monitored and supervision and training are embedded well to strengthen the quality of teaching. This helps to ensure the best outcomes for children. For example, staff introduce props to help children engage further in learning at story time. They have made changes to the environment to inspire children to participate more in mathematical explorations.

### Quality of teaching, learning and assessment is good

Staff promote children's communication and language skills well. For example, they skilfully ask questions to encourage children to think, and consider what they are making. Staff provide props and use hand signs well to support children in activities and to encourage their concentration skills. Children show an enthusiasm for learning. They enjoy literature and stories and repeat familiar phrases. Staff encourage children's sensory explorations with a good range of materials. Children experiment with marks and develop good skills using tools while they play. For example, they make prints with fir cones, make tracks with vehicles and develop skills in preparation for early writing. Staff use their good knowledge of children's progress and interests to engage them in learning.

### Personal development, behaviour and welfare are good

Children are physically active every day and enthusiastically explore the space outdoors. For example, they negotiate making an obstacle course and take calculated risks, balancing, climbing and jumping off the equipment. They engage in rhymes with actions and dress up and dance as ballerinas. They understand rules that help them to keep safe. For example, they hold the bannister as they walk down stairs to the garden, and are reminded to be careful while cutting vegetables. Children learn about healthy choices and good hygiene practices. For instance, they wipe their own nose or are supported to independently wash their hands and share that this helps to remove germs. They confidently manipulate tongs to serve their own nutritious snack choices.

### Outcomes for children are good

Children gain good skills in readiness for their next stage in learning and their move to school. They confidently make decisions in their play. Children independently manage their self-care needs and simple tasks, such as putting on their coat and boots before going outdoors. They count while they play, solve problems and engage in rhymes to support their understanding of changes in the routine. Children write for different purposes and eagerly engage in activities. They are sociable and inquisitive.

## Setting details

<b>Unique reference number</b>	EY491740
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1023413
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Little Owls Preschool Plymouth CIO
<b>Registered person unique reference number</b>	RP903932
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01752 656180

Little Owls Pre-School, Plymouth CIO registered in 2015. It operates from Blake Lodge, Plymouth. The pre-school is open from 8am to 5pm on Monday to Wednesday, from 8.30am to 4.30pm on Thursday, and from 8am to 3pm on Friday, during term time only. There are seven staff members, all of whom hold relevant qualifications at level 2 and above. The nursery is in receipt of funding to offer free early education to two-, three- and four-year-old children.

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