

Inspection of Little Owls Pre-School Plymouth CIO

82-84 Higher Compton Road, Plymouth, Devon PL3 5JD

Inspection date: 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress. Staff provide activities that support children's developing independence and inquisitiveness. Children display good levels of engagement, and toys and resources are readily accessible so children can make choices about what they want to do. Staff model respect and care for the children. They encourage children to share toys and take turns well. Children understand that actions have consequences. They are quick to support and comfort each other. Children's behaviour is good. They are happy and settled, showing that they feel safe and secure at the pre-school.

The staff plan the provision carefully and consider the skills and knowledge they are developing with the children. Learning opportunities are tailored to meet the needs of different ages. Staff use group times to focus support for what children need to learn next. For example, children eagerly join in with discussions about their transition to school. Children listen, pay attention and concentrate for good periods of time.

Children have good communication and language skills. Staff offer new words, ask questions and set challenges throughout the day, encouraging children to express their thoughts and ideas. Children are quick to use the new words and are becoming confident talkers. For example, when discussing the move to school staff explain to children what 'nervous' and 'timid' mean. Children were keen to tell staff how they had felt about the visit to their new schools. Children are keen to learn. Staff encourage children's eagerness to try new things and build on their skills.

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

- The manager is new to post. She is clear on the strengths and development areas for the setting and has the support of the trustees to make positive changes that will benefit the children. For example, she is reviewing the sleeping arrangements to take account of the higher number of babies who will be attending in the autumn term.
- The staff provide a well-designed curriculum to help children build skills for life. They watch the children to see what they can do and what they need to do next. For example, they support the development of the skills children need for starting school.
- Every child enjoys learning through playing and exploring. For example, children enjoy washing the baby dolls in the water tray. They start off using a cloth and water, but then discover they can fill bottles with the water and cover more of the baby doll. They exclaim delightedly and take pride in being able to wash all the baby dolls. They are keen to help others do the same.
- Partnership with parents is good. Staff make sure they communicate regularly

with parents. They share information daily so parents know what children do at the setting and how they can continue the learning at home. Parents comment that staff know the children well. They are pleased with the new learning children gain and with how supportive staff are when children first start at the setting.

- Staff know the children well. They recognise what children already know and can do. Staff plan for children's development and learning, but sometimes the identified next steps for each child do not take full account of their individual needs.
- Staff all respond sensitively to the needs of the children. They listen to children, show them kindness, and include everyone in activities. Children show they feel safe and supported in the setting. They are confident in different social situations and interact well with others.
- Staff in the baby room take account of each baby's sleep and feed patterns at home to help babies settle quickly into the setting.
- The new manager is aware of the need to monitor the overall progress of children to identify any gaps in their learning or in the provision. However, she is yet to embed this process in order to ensure that children receive a balanced and broad curriculum.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff show a good understanding of how to safeguard children and ensure it is their highest priority. They are all able to identify signs and symptoms that may be a cause for concern. They can explain fully how and where to report this information, following local safeguarding partnership procedures. All staff do regular training to keep their safeguarding knowledge up to date. All members of staff know it is their responsibility to safeguard children. Staff carry out suitable risk assessments for different aspects of the provision to ensure children can play and learn in a safe environment.

What does the setting need to do to improve?

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

- enhance staff's ability to identify more sharply focussed next steps and use these to plan for children's individual learning to help them make the best possible progress
- improve the monitoring of children's progress overall to help identify any gaps in their learning and in the provision.

Setting details

Unique reference number	2596605
Local authority	Plymouth
Inspection number	10246671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	58
Name of registered person	Little Owls Preschool Plymouth CIO
Registered person unique reference number	RP903932
Telephone number	01752 656466
Date of previous inspection	Not applicable

Information about this early years setting

Little Owls Pre-School, Plymouth CIO registered in 2020. The pre-school is open from 7.30am to 6pm each weekday, during term time only. There are seven staff members, all of whom hold relevant qualifications at level 3 and above. The nursery is in receipt of funding to offer free early education to children aged two-, three- and four-years-old.

Information about this inspection

Inspector
Shirley Evel

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the settings intentions for children's learning.
- 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 discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documents on request.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children to find out about their time at 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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