

Inspection of The Little Bo Peep Pre-School and The Fun Club

Inkberrow Village Hall, Sands Road, Inkberrow WR7 4HJ

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 receive a well-sequenced curriculum which is focused on ensuring that they have the right skills and knowledge to be ready for their transition to school. Younger children have a gentle introduction to the routines and expectations of the pre-school in the nurture room, before moving on to the pre-school itself. Staff plan a wide range of activities and adapt them to meet children's individual needs and next steps for learning. The outdoor forest school area has been developed based on children's interests, with children fully involved in creating the resources and activities that are provided there. As a result, children are particularly purposeful and engaged in their play and learning in this area. They work together and use their imagination to build a rocket-propelled racing car out of different pieces of timber and then scream with delight as they imagine taking part in a race. Staff generally support children well to develop their own ideas, recall their previous learning and extend their vocabulary.

Well trained and knowledgeable staff know all children well and are responsive to their needs. Children with special educational needs and/or disabilities (SEND) receive excellent support. Children are happy, confident and settled. Staff work hard to ensure that children who are less confident are involved and have a voice in group activities.

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

- Leaders plan the curriculum around the key milestones for children in the age range cared for by the setting and staff are able to feed into this with what they know about the children. This ensures that the curriculum is child-centred and caters to each child's individual needs.
- Staff foster good relationships with the children and have kind and supportive interactions with them. They engage children in discussion about what they are doing and learning and about things that interest them. In these discussions, they model language well and help children to expand their understanding of the world. For example, children discuss buying apples from a supermarket and staff get them to think about where apples really come from. However, on occasion, opportunities to extend activities to enable maximum learning are missed.
- The forest school is an excellent learning environment which is really focused on following children's interests and helping them to see their ideas through to fruition. For example, children's interest in building a fairy house leads staff to help them to build it and produce decorations to go inside it. Other activities, such as the water wall, are also based on the children's initiative. Consequently, children are really inspired by what is on offer and staff support them expertly in getting the most out of sessions there.
- Children are well-prepared for their transition to school as the curriculum is very

focused on this. The provider involves schools in the process with teachers coming to the setting to meet the children, and staff providing tailored information to help them get to know each child. Overall, children are encouraged to develop skills and independence. However, opportunities for children to do things for themselves during snack and mealtimes are limited.

- Staff know the children very well and this extends beyond just each child's key person. Staff know exactly what each child's needs are and contribute to planning to address them. The setting is also very inclusive, with leaders and staff committed to supporting and integrating any child, even if it means changing the setting's normal practices to accommodate a particular need.
- Support for children with SEND is very good. The lead staff member for SEND (SENCO) is proactive in identifying issues at the earliest stage and initiating processes for obtaining external support where needed. They also create plans for the children to meet their specific needs, weaving in actions from external specialists where relevant. The SENCO engages with parents to gain their buy-in to seeking specialist support, which also promotes effective partnership working.
- The provider has good partnerships with other agencies. They work effectively with the local authority and health services with regard to specialist support for children with SEND, and with children's services when there is a concern about a child.
- Parents and carers speak very highly about the setting. They report how well staff support children's individual needs and their appreciation of the information they are given about their learning and how to extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Children are cared for in a safe environment. In particular, the forest school is risk assessed according to children's particular needs and children are reminded of the safety rules each time they attend. Staff have a good knowledge of what to do if they have a concern about a child or an allegation being made against a member of staff. They are confident to take action if they need to. Staff are aware of the signs that children may be at risk of, or suffering harm, including from such things as radicalisation and female genital mutilation. The manager, as the designated safeguarding lead, has good oversight of safeguarding within the setting.

What does the setting need to do to improve?

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

- enhance the organisation of snack and mealtimes to ensure children have appropriate support and opportunities to develop their independence
- evaluate staff practice to ensure that opportunities to extend children's learning from activities and interactions with staff are consistently maximised.

Setting details

Unique reference number	EY367243
Local authority	Worcestershire
Inspection number	10283788
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	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Little Bo Peep Limited
Registered person unique reference number	RP903266
Telephone number	01386 792804
Date of previous inspection	24 October 2017

Information about this early years setting

The Little Bo Peep Pre-School and The Fun Club registered in 2008. The pre-school and club employs 10 members of childcare staff. Of these, one has a foundation degree, two have a level 5 qualification and six are level 2 or 3. The pre-school opens term time only and the club opens during school holidays. It operates Monday to Friday, sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

James Norman

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector spoke with the leadership team about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and carers shared their views of the setting with the inspector.

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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