

# Little Badgers Pre School

Badger Hill Primary School, Crossways, York, YO10 5JF



## Inspection date

28 June 2018

Previous inspection date

15 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff are attentive, caring and kind. They show a genuine interest in what children say and do. Children have strong bonds with staff and invite them to join in with their play. They display high levels of self-confidence and clearly enjoy their time at the setting.
- Staff interact well to guide, stretch and extend children's learning. They foster children's interest in the natural world particularly well. For instance, staff organise insect hunts and help children to ascribe meaning to their marks as they make a record of the creatures they find.
- The qualified staff know how children learn and develop. They engage in a wide range of professional development activities to strengthen their skills and practice further.
- Children develop many key skills in readiness for future learning and school. For instance, they competently wash their hands and serve themselves drinks and snacks.
- Children grow, harvest and sample their own fruit and vegetables to endorse healthy eating practices. They are energetic and benefit from unrestricted access to a stimulating outdoor area.

### It is not yet outstanding because:

- Some parts of the daily routine are not organised as well as possible to minimise interruptions to children's learning and play.
- Staff do not share detailed information about children's achievements with other settings that they attend, to promote continuity in their learning fully.

## What the setting needs to do to improve further

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

- review the organisation of daily routines and minimise disruptions to children's good learning
- build on partnerships with other settings that children attend and share information about children's ongoing achievements to complement teaching in the setting and promote consistency in children's learning even further.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector looked at evidence of staff recruitment and suitability checks, a sample of policies and other relevant documentation.
- The inspector spoke to staff, parents, and children during the inspection and took account of their views.
- The inspector jointly observed an activity with the manager.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The dedicated manager and her staff team are committed to maintaining high standards of care and education. They evaluate their practice efficiently and plan pertinent developments to sustain good levels of achievement for all children. For instance, they plan to invite parents into the setting to teach children about their family cultures and customs. Partnerships with parents are strong. Staff use effective two-way communications to support children's learning at home and in the setting. Parents' feedback is very positive. They say that staff are 'amazing' and appreciate the varied and imaginative learning experiences that they provide. Safeguarding is effective. Staff have a good understanding of child protection matters and know what to do if they have any concerns about a child in their care. They are vigilant and maintain a safe and secure environment.

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

Staff observe, assess and monitor children's learning well. They swiftly identify the areas where children most need support and plan relevant interventions and next steps. Children are active and curious learners. They excitedly explore water and show good hand-to-eye coordination as they fill and empty containers. Staff model mathematical language and help children to count and calculate well. They encourage children to name shapes and talk about size to build on their mathematical skills successfully. Children use different techniques to join materials and create a scarecrow. They overcome challenges and solve simple problems independently. Staff ask thought-provoking questions and listen carefully to children's ideas and explanations.

### Personal development, behaviour and welfare are good

Children behave very well. They know the routine and instantly stop what they are doing when they hear staff jingle bells. Staff consistently reinforce rules and boundaries through gentle reminders. They provide lots of praise to boost children's confidence and self-motivation successfully. Children develop firm friendships and play harmoniously together, taking turns and sharing resources. Staff work well with the host school to prepare children emotionally for their move to school. For instance, children take part in many school activities and get to know the classroom routines and teaching staff well.

### Outcomes for children are good

Children make good progress in their learning and development. They listen to stories attentively and have a good repertoire of songs. Children have a positive approach to learning and are keen to join in with activities and try new things. They learn to recognise their name when they self-register at the start of the session. Children count aloud at group time and develop good number skills.

## Setting details

<b>Unique reference number</b>	EY410461
<b>Local authority</b>	York
<b>Inspection number</b>	1105118
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Little Badgers Committee
<b>Registered person unique reference number</b>	RP901896
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	07963134008

Little Badgers Pre School registered in 2011. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3pm on Monday, Tuesday and Thursday and from 9am to midday on Wednesday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

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