

# Inspection of Little Owl Pre-School

Dry Drayton Primary School, Park Street, Dry Drayton, Cambridge, Cambridgeshire  
CB23 8DA

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Inspection date: 4 May 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, very friendly and settled in this pre-school. They have a lovely rapport with staff and frequently seek them out to share their achievements. Children know that it is kind to share and some do this unprompted. For example, when two children both want to paint the same picture, one child tells the other that they will paint a line down the middle so that they can each have half.

Children show awe and wonder as they learn. For example, when their magnetic toy falls off the table, they exclaim, 'It really is magnetic' as it sticks to the metal chair leg. Other children shout 'wow' as they lift the logs outside to discover woodlice and slugs underneath. Staff support children's curiosity about the natural world and acknowledge their feelings about the 'sticky, disgusting' slugs. They extend children's learning and curiosity, for example by talking to them about the trail that slugs leave behind.

All children, including those who speak English as an additional language, make good progress in their learning and development. Staff support children's chosen activities well. They introduce positional language and encourage children to solve problems, for example how they are going to mend the train track when it breaks. Children also demonstrate that they can solve simple problems for themselves and be flexible in their play. For example, they follow a different route with their toy train when one of their friends is in the way of their preferred route.

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

- Staff know children well and plan most activities based on children's individual learning needs and current interests. For example, children love to look at the tub of caterpillars they are caring for and growing into butterflies. They later enjoy creating a huge painted caterpillar and a house for their pretend butterfly made from soil, moss, herbs, acorns and conkers.
- Staff encourage children to use mathematical language, for example as they count the number of acorns they have hidden or number of sections of pretend pizza they cut up. Children follow pre-school routines. For example, they rush to tidy up when they hear a particular song played. However, children get no warning that they need to complete activities to their satisfaction prior to tidy up time. This means that their activity gets swiftly tidied away by other children, even if they have not finished playing or have spent a long time creating something.
- Partnerships with parents are strong. Feedback from parents is very positive. Many have used the pre-school for many years. Some say they are 'delighted' with the provision while others say they are happy because their child walks both in and out with a smile. Parents of children who speak English as an

additional language are very happy with their children's progress, particularly in spoken English.

- Children confidently and without prompting in most cases, follow excellent hygiene routines that promote their good health and well-being. They enjoy a nutritious and varied snack and relish the responsibility of washing their plate after they have eaten.
- Children come together for group times throughout the day. However, these times do not always meet all children's needs and staff do not have high enough expectations for children's involvement and engagement, especially those who are due to go to school shortly.
- The pre-school is led well. The manager and staff work closely and effectively together as a team. They are well supported by a committee which has an appropriate understanding of their roles and responsibilities. Staff undertake regular training initiatives and implement what they learn so that children benefit.
- Recruitment procedures are robust to ensure those working with children are suitable to do so. Additional funding is used appropriately to benefit those children in receipt of it. Staff supervise children well both indoors and outdoors, without inhibiting their ability to challenge themselves. For example, staff stand close to a child climbing the rock wall and switch between verbal and physical support as needed. Children show how proud they are when they exclaim, 'I did it'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff show a good awareness of the pre-school's safeguarding arrangements. They understand what to do if they have a concern about a child, or a colleague's behaviour towards a child. There is a comprehensive safeguarding policy that staff are fully aware of, as well as displayed contact numbers for outside agencies who they know they need to report any concerns to. Those who take lead responsibility for safeguarding have completed appropriate training. All staff are required to complete safeguarding training shortly after being employed, and then on a regular basis.

## **What does the setting need to do to improve?**

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

- ensure that group times meet the needs of all children and promote high levels of involvement and engagement
- prepare children better for times of transition and ensure that they are able to complete activities to their own satisfaction.

## Setting details

<b>Unique reference number</b>	2598019
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10232688
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Little Owl Pre-School (Dry Drayton) CIO
<b>Registered person unique reference number</b>	2598016
<b>Telephone number</b>	01954789605
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Owl Pre-School re-registered in 2021 and is situated in Dry Drayton, Cambridge. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to midday and 1pm to 3pm. A lunch club operates from midday to 1pm. There is an after-school club which operates from 3.15pm to 6pm and also a holiday club that operates from 8.30am to 5.30pm. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Anna Davies

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- A number of parents spoke to the inspector during the inspection and the inspector took account of their views.

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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