

Inspection of Little Gregs Pre-School

St. Gregorys Primary School, Avenue Road, STRATFORD-UPON-AVON,
Warwickshire CV37 6UZ

Inspection date: 9 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the nursery by staff. They communicate confidently with their friends and adults. Children excitedly share where they have been during the weekend at circle time and staff respond positively. Children develop strong language skills through joining in with songs and stories. For example, they successfully match the rhyming words such as 'hen' and 'pen' from familiar stories. Children experience activities where they can connect with the natural world around them. For example, when outdoors they lie on the grass and are encouraged to listen to the sounds around them and talk about how they make them feel. Children learn about their emotions and name these. This enables them to learn empathy and express themselves.

Children independently explore a wide range of activities that build on their knowledge. They develop their mathematical skills when counting the spots on ladybirds. Children learn to take appropriate risks to develop their physical skills. For example, when staff create an obstacle course, children carefully balance over the crates. Children learn to be part of a diverse community as they learn about each other's cultural celebrations. They proudly celebrate their individual achievements with recognition from staff, which builds on their self-esteem and confidence.

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

- The manager is passionate about their role and committed to their vision of the nursery. They provide clear intentions for their curriculum and ensure that all areas of learning are included. The nursery staff have a strong focus on developing children's communication and language so that children are confidently equipped with these skills. They know what they want children to achieve to be ready for the next stage in their learning.
- All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress in their learning. Staff work hard to ensure that no child gets left behind. They regularly review children's development to identify any gaps in their learning. Staff work closely with parents and other professionals to ensure children get the right support at the right time.
- Staff comment that they feel extremely well supported. Managers place emphasis on recognising staff's well-being and ensure they have support in place for them to succeed in their role. They provide opportunities for staff to complete regular training to build on their own knowledge and professional development.
- Children are confident learners. They independently make choices about the activities they want to do. However, there are occasions where staff intervene

too quickly before allowing children the chance to solve problems for themselves. For example, when children struggle to fix their model, staff do not always encourage them to think about how to overcome the problem before they step in. This sometimes limits children's opportunities to develop their critical thinking skills further.

- Parents speak highly of the nursery. They say that they feel valued and included in their children's education. Parents are provided with activity ideas to support their children's learning at home. They are consulted about how funding is spent, which has an impact on their children's experiences at nursery.
- Children learn about rules and boundaries to keep themselves safe. They understand the reason why their attendance is recorded. For example, children say that if there is an emergency, the staff need to know who is in the nursery. Children show respect to each other and living things. When holding chicks, they remind each other to be gentle.
- Children generally behave well. Mealtimes are mostly a positive experience for children. However, there are some inconsistencies in staff's expectations of children when they have finished eating. This results in children sometimes becoming confused about what they should do next and, on occasions, causes them to become restless.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff act promptly to deal with concerns that arise to keep children and families safe. Staff have a strong knowledge of safeguarding procedures and know the signs and symptoms that could indicate a child is at risk of harm. Managers have robust safer recruitment procedures to assess the suitability of persons working at the nursery. Children learn about how to keep themselves safe when handling the resident chicks. Staff encourage them to think about what to do next and children know to wash their hands after touching the chicks.

What does the setting need to do to improve?

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

- support staff to recognise and build on opportunities for children to develop their critical thinking skills
- review the organisation of mealtimes to ensure consistent expectations of routines are embedded.

Setting details

Unique reference number	EY376394
Local authority	Warwickshire
Inspection number	10116384
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	42
Name of registered person	St Gregory's Pre-School Limited
Registered person unique reference number	RP528149
Telephone number	01789 290198
Date of previous inspection	13 November 2014

Information about this early years setting

Little Gregs Pre-School registered in 2008. The setting is run by Little Gregs Pre-School Limited. It operates from premises situated in the grounds of St Gregory's Catholic Primary School in Stratford-upon-Avon, Warwickshire. The pre-school opens Monday to Friday, during school term time, from 7.40am until 5.15pm. Children attend for a variety of sessions, including wraparound care for children aged five to 11 years. The pre-school provides funded early education for two-, three- and four-year-old children. There are 10 members of childcare staff employed. Of these, seven hold appropriate early years qualifications up to level 3. The manager holds a level 6 qualification.

Information about this inspection

Inspector

Katherine Wilson

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 this into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager.
- The inspector spoke to several parents and took account of their views.
- The inspector observed interactions between staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff at appropriate times to take account of their views.
- The inspector reviewed appropriate documentation on request.

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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