

Inspection of Little Creators Pre School

Highbury Community Association, Highbury Community Centre, Hawthorn Crescent,
Cosham, Portsmouth PO6 2TL

Inspection date: 26 March 2024

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 arrive happy and thoroughly enjoy their time at the pre-school. They develop secure relationships with staff and their peers. Children are kind and show care towards each other. For example, staff encourage the children to help each other to get ready to go outside. Children form secure attachments with staff as they seek comfort when upset and regularly invite them to join their play. This demonstrates that children feel safe and secure.

The manager and staff provide the children with valuable experiences to learn about their community and the wider world around them. For instance, children go on regular trips to the park and nearby shops. This provides children with hands-on experiences to prepare them for the future. For example, in addition to learning how to manage money, these outings help children to learn about road safety. Staff also plan trips to introduce new experiences and extend children's learning. For instance, they take children on public transport and visit the zoo.

Staff have high expectations of children. They encourage them to be independent with self-care tasks, such as handwashing and wiping their own noses. Staff are positive role models. For example, when children struggle to regulate their behaviour, staff are quick to intervene and support them. Children are supported to play cooperatively together. For instance, they learn to take turns and share with their friends. This supports children to behave well.

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

- Staff at the pre-school feel well supported. They benefit from regular supervision that prioritises their well-being and ongoing professional development. The manager and deputy manager carefully consider where they can improve and show great determination to achieve the highest possible standards. The manager and the staff team have opportunities to meet regularly to evaluate the pre-school. This helps to promote the continuous improvement of the pre-school.
- The manager and staff know the children extremely well. Children benefit from an interesting and well-balanced learning environment. The manager and staff use additional funding appropriately to enhance children's learning and development. For example, they have used funding to develop a sensory area, which provides children with a calm and nurturing space. The manager confidently articulates what she wants each child to learn during their time at the pre-school. However, staff are less clear about the overarching aims of the curriculum. This means that their teaching is not always focused precisely on what they want children to learn.
- Partnerships with parents are a strength of the pre-school. The manager and

staff form excellent relationships and support the children and families extremely well. Staff share details with the parents about their child's day and provide information to help parents to support their children's learning at home.

- The passionate manager, who is also the special educational needs coordinator (SENCo), makes timely referrals and works closely with parents and outside agencies. The manager has put detailed, targeted plans in place for all children with special educational needs and/or disabilities (SEND). These are used effectively by staff during focused activities. However, these are not used as well during free play. This means that children with SEND are not consistently supported to make the best possible progress.
- Children develop a love of stories. For instance, they select books of interest and enjoy being read to as they snuggle up with staff. Staff make story times fully interactive, inviting children to finish off familiar phrases. This helps children to gain an understanding of early literacy.
- Most of the time, staff manage daily routines well. However, on occasion, they do not fully support the needs of all children during mealtime routines. For example, when children have finished their lunch, some children get up from the table and wander around the room without anything to do. This has an impact on children's engagement and behaviour during these times. This does not consistently support children's learning and development.
- Children enjoy being physically active in their play. For instance, they enjoy riding and washing the bicycles. The outside space inspires children to explore and use their imaginations. For example, children enjoy using resources to create their own bus. Staff join in with the children and use this as an opportunity to extend the children's vocabulary. For instance, they discuss what it is like going on a bus and sing songs together.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on staff's knowledge of the curriculum intent so that they are clear about the skills and knowledge they want children to gain during their time at the pre-school
- support staff to embed strategies consistently, to better support children with SEND
- strengthen strategies used to manage daily routines, to ensure that children's individual needs continue to be met at all times.

Setting details

Unique reference number	2731801
Local authority	Portsmouth
Inspection number	10336246
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	15
Number of children on roll	16
Name of registered person	McCrohon, Paige
Registered person unique reference number	2731800
Telephone number	07549292489
Date of previous inspection	Not applicable

Information about this early years setting

Little Creators Pre School registered in 2023 and is based in Cosham, Portsmouth. It is open on Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 8.30am to 4pm. The pre-school employs six members of staff who work with the children. Of these, two hold relevant qualifications at level 6, and two hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024