

Inspection of Little Hearts Pre-School Cranleigh

Snoxhall Pavillion, Snoxhall Fields Recreation Grounds, Knowle Lane, Cranleigh GU6 8JW

Inspection date: 23 November 2021

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

Staff get to know children well right from the start. They work closely with parents to ensure transition procedures meet the individual needs of each family and new children settle quickly. Children separate from their parents without hesitation and are eager for their day to begin. They demonstrate good independence skills, take off their own coats and hang these on their pegs. Children know their routines well. For instance, when they hear the bell ring, they help to tidy up the resources and wait in anticipation for the start of their 'wake and shake' session. Children form secure emotional attachments with staff and good relationships with their peers. They listen to the beat of the music, march around the room with their friends and practise moving in different ways.

Children learn about their own cultural heritage and that of their friends. They celebrate diverse festivals and talk about the different homes they live in. Staff consistently praise children for their achievements. They follow their interests and build on children's understanding of technology well. For example, children find fire engine pictures on a digital screen. They draw what they see and work well together to find the construction materials they need to bring their ideas to life.

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

- The manager is passionate about meeting the individual needs of families in the local community. She has a sharp focus on continually evolving the pre-school to ensure all children reach their full potential. The manager focuses on developing staff skills and effectively supports their professional development. Staff use new knowledge to help improve outcomes for children. For example, recent training has had a positive impact on children's speech and language. Staff say their well-being is a high priority and they enjoy working at the pre-school.
- Staff create a good programme of interesting learning experiences. For example, children use a variety of tools in the mud kitchen and show high levels of curiosity, transporting and mixing materials. They explore their own ideas and learn to make decisions about what they want to do. Staff observe children as they play and assess and discuss children's next steps with the manager. However, planning is not quite as precise as it could be and this slightly inhibits the learning that takes place. On occasion, staff do not use what they know about children to really challenge and maximise the individual development needs of each child.
- Children who speak English as an additional language are supported well by proactive staff. They use information and communication technology during daily routines to allow children to hear the correct pronunciation of words in their home language. This supports children's speaking skills. The special educational needs coordinator works effectively in partnership with parents and other

professionals to reduce any gaps in children's development.

- Children learn about healthy lifestyles in the pre-school. For instance, staff provide children with hot, well-balanced meals. Children demonstrate good physical skills. They illustrate this as they balance across beams and race around on tricycles. Children are developing an awareness of their personal safety. They carefully negotiate their way around any obstacles and other children.
- Children show good attention and listening skills as they engage in stories and demonstrate a keen interest in reading. Staff encourage children's vocabulary by introducing new words. For instance, the person who writes books is called an author. Children make predictions as to what happens next in the story. They are respectful when others are talking and are eager to share their thoughts when it is their turn. Staff are kind, nurturing and sensitive to the individual needs of children. They recognise when children are tired and give them cuddles as they listen to their friends.
- Partnerships with parents are strong. Staff keep parents well informed about their children's progress. They share ideas with parents to help build on children's skills at home. For example, they give them guidance on how to help children to manage their feelings and to teach them right from wrong. Parents comment on the good relationships staff have with children and the progress their children have made since starting at the pre-school.
- Staff teach children the skills they need in preparation for school. For example, children follow instructions and help set up the tables at lunchtime. They demonstrate good social skills and engage in discussions with their friends as they eat their healthy snacks and meals. Children of all ages show their understanding of boundaries and demonstrate good relationships.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff prioritise children's safety and well-being at the pre-school. All staff know potential signs that may mean a child is at risk and know how to refer concerns if they have any concerns about a child's well-being. They share information with parents on how to ensure children's safety if they are using digital media at home. The manager has secure recruitment systems in place. She completes checks to ensure staff are suitable to work with children. The manager recognises the pressure staff have been under during the COVID-19 pandemic and has put in place support for their mental health and well-being.

What does the setting need to do to improve?

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

- use what is known about children to plan more precisely and challenge children's individual learning even further.

Setting details

Unique reference number	2532535
Local authority	Surrey
Inspection number	10208506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 7
Total number of places	
Number of children on roll	31
Name of registered person	Dhall, Natasha
Registered person unique reference number	2532534
Telephone number	07536066781
Date of previous inspection	Not applicable

Information about this early years setting

Little Hearts Pre-School Cranleigh registered in 2019. It is located in Cranleigh, Surrey. The pre-school is open from 8.30am to 4.30pm, Monday to Friday during term time only. There are four member of staff that work directly with the children. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector took into account the written and spoken views of parents.

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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