

Little Friends Pre-School Limited

Fair Mead, BASILDON, Essex, SS14 2LB



Inspection date	11 February 2016
Previous inspection date	13 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are motivated, inquisitive and relaxed in their play. Staff support and develop this to ensure they make good progress in their learning.
- Parents speak very highly of the pre-school. Staff invite parents to attend profile meetings where they discuss children's progress and next steps for learning. This ensures there is a continuity of learning between home and the pre-school.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals and children benefit greatly from the inclusive educational programme.
- Children's independence is promoted very well. Children are given the time to direct their own learning successfully. They are eager and curious to explore the experiences offered and confidently make independent choices in their play.
- All children behave well. Staff are very strong role models who offer lots of positive praise and encouragement. This helps to boost children's self-esteem. Children form close friendships, learn to share and show respect for others.

It is not yet outstanding because:

- Managers do not always help staff build on and strengthen their teaching practice, particularly in extending and challenging children's skills and knowledge even further.
- Managers do not always effectively check the progress of different groups of children in order to identify and close gaps in teaching and learning more quickly.

What the setting needs to do to improve further

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

- help staff to challenge and extend children's learning more often, in order to secure more rapid progress
- sharpen the focus on monitoring the assessment of different groups of children to ensure they make the best progress possible in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with both pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust vetting procedures ensure staff working with children are suitable to do so. All staff know how to manage and minimise any risks to children. This is achieved through training opportunities, daily discussions and regular staff meetings. The highly experienced and longstanding pre-school staff team shows a strong commitment to providing a good provision. Various systems of self-evaluation contribute to continuous improvement and outcomes for children. All staff communicate well with parents and other professionals to provide children with specialist support. This helps ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and create a purposeful and stimulating environment for them. Younger children are developing good skills with their hands and fingers. They like to draw and paint and explore dough. Many of the children are able to draw recognisable images and talk about the models they make. Staff promote children's communication and language development well, including children who speak English as an additional language. They help to widen their vocabulary by introducing interesting words into their play. Children acquire very good listening and speaking skills so they become confident communicators. Children are developing good mathematical skills. Staff teach older children how to count and recognise numbers and shapes. Younger children explore capacity as they pour water into differently sized containers. Staff accurately observe and assess children's learning and the progress they make. They know what children need to learn next and plan activities for this. However, staff's teaching does not always extend and challenge children's learning during their play.

Personal development, behaviour and welfare are good

Children arrive happily and confidently settle in their play. Children develop strong bonds with the staff in the pre-school. Staff know all children well. Children demonstrate self-confidence and their emotional well-being is supported. Children enjoy carrying out small tasks, such as being the helper for day. This helps children to develop an understanding of responsibility and boosts their self-esteem. During group times, staff support children to share their ideas, thoughts and feelings. Children respond positively and demonstrate that they feel valued when staff listen to their views. Children follow effective health and hygiene routines. They learn how to keep themselves healthy and develop their physical well-being. The indoor and outdoor environments are vibrant and stimulating. Children actively explore the outdoors. Their physical skills are strong. They are able to use their own initiative and use the tools provided by staff to share and work together with their peers. Children learn about different cultures and develop a good awareness of diversity.

Outcomes for children are good

Children are confident, happy to learn and make good progress in their learning. Staff provide many opportunities that help to prepare children well with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	EY429166
Local authority	Essex
Inspection number	852957
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	58
Name of provider	Little Friends Pre-School Limited
Date of previous inspection	13 December 2011
Telephone number	01268451045

Little Friends Pre-School Limited registered in 2011. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. Eight staff work with children. Of these, all eight hold appropriate early years qualifications at level 3 or above.

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