

# Little Me Preschool

The Archer Community Centre, 28 East Street, BRAINTREE, Essex, CM7 3JJ



<b>Inspection date</b>	6 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The provider and staff work together effectively. Their commitment and professional approach foster a positive and very inclusive atmosphere in the pre-school.
- All staff are aware of their safeguarding responsibilities. They supervise children closely as they move between the indoor and outdoor play environments.
- Staff are playful as they join in children's games and they introduce lively conversations. This helps children who speak English as an additional language and those who have speech and language difficulties to make good progress in their learning.
- Children develop their growing awareness of healthy lifestyles. They are provided with nutritious snacks and staff engage children in conversations about healthy food choices. Staff are very knowledgeable about children's special dietary and medical needs.
- Partnerships with parents are very positive. Parents compliment the relationships that children have with the staff. They also say they really appreciate the extra support staff give their families when they are experiencing difficulties in their lives.

### It is not yet outstanding because:

- Although all staff complete essential first-aid qualifications and safeguarding training, the systems to support staff's ongoing professional development are not yet rigorous enough to raise the quality of their teaching to an exemplary level.
- Children who prefer to play and learn outdoors are not always given enough opportunities to investigate, use their imagination and explore new things in a highly motivating outdoor environment.

## What the setting needs to do to improve further

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

- strengthen the support and professional development opportunities given to staff to help raise the quality of their teaching to an exemplary level and to increase the potential for children to make more rapid progress
- enhance opportunities for children who prefer to play outdoors to investigate, use their imagination and explore new things.

### 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 carried out a joint observation with the provider, who also acts as the manager, and viewed a sample of the children's development records.
- The inspector held discussions with the provider, staff, children and a visiting nurse at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and staff team are ambitious and have a strong sense of purpose to bring about further improvements. They evaluate activities and have frequent meetings to reflect on their practice. They are also very receptive to suggestions from the local authority advisers. The arrangements for safeguarding are effective. Staff know the steps to take if they suspect a child may be at risk. Procedures for the recruitment, vetting and induction of staff are robust. Staff are vigilant about the safety and security of the children. Any hazards are immediately identified and swiftly addressed. A new controlled-entry system has been introduced on the playroom doors. Visitors to the premises are closely monitored. This helps to ensure that no unauthorised person can enter the areas where children play.

### Quality of teaching, learning and assessment is good

Staff understand how young children learn. They plan a variety of challenging activities in tune with children's enthusiasms and capabilities. Information about children's learning and achievements is shared in detail with parents, schools and specialist services. This helps to promote a continuous approach to children's development. When children's starting points are below expected levels, the staff's assessments and subsequent interventions are making a difference. The provider meticulously monitors the progress of both individual children and the different groups of children. This gives her a clear view of their strengths and areas for development. For example, staff are currently putting more focus on developing boys' early literacy skills.

### Personal development, behaviour and welfare are good

Children's emotional needs are met very well and they feel safe and secure in the pre-school. Staff get to know the children well. The settling-in sessions are organised to meet each child's individual needs. Time is spent gradually introducing children into the pre-school. Staff thoughtfully prepare children for the routines of the day. For example, they show them picture cards so they learn what is going to happen next. Children know the safety procedures to follow and staff are close by to supervise their play. Children behave well. They play cooperatively and take turns with the toys. Children take part in energetic exercise and learn to stretch their muscles and move their bodies expressively.

### Outcomes for children are good

All children make good progress, including children with special educational needs and/or disabilities and those who receive additional funding. Children are inquisitive and enthusiastic in their learning. They show an enjoyment of songs and action rhymes. They develop their vocabulary as they talk about stories and sing new songs. Children enthusiastically count, recognise shapes and identify numbers on keyboards and telephones. They show good levels of independence as they put on their coats to go outside and learn to manage their personal hygiene needs. Children are well prepared for their future learning and the eventual transfer on to school.

## Setting details

<b>Unique reference number</b>	EY491576
<b>Local authority</b>	Essex
<b>Inspection number</b>	1114403
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Lisa Joanne Smith
<b>Registered person unique reference number</b>	RP906326
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07540275254

Little Me Preschool registered in 2015 and is privately run and managed by an individual owner. The pre-school employs seven members of childcare staff. Of these, five staff hold an appropriate early years qualification at level 3. The pre-school opens on Monday, Tuesday, Wednesday and Friday, during school term times. Sessions are from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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