

Little Hawks Pre-School

224 Long Road, Canvey Island, Essex, SS8 0JS



Inspection date

6 November 2017

Previous inspection date

2 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children settle exceptionally quickly into the pre-school and they develop a deep sense of belonging. Staff are especially kind and caring and totally understand young children's emotional needs.
- Staff set extremely clear and consistent boundaries. This helps children to feel safe and secure and they behave exceptionally well. Children learn excellent skills of turn taking and sharing. They learn to wait patiently and be considerate to their peers.
- Staff plan exciting, innovative and challenging activities from their observations of children's play and their knowledge of children's interests. They plan activities taking full account of children's views and choices.
- Children make excellent progress in their learning and development. Managers and staff monitor the progress of individuals and groups of children meticulously and precisely. They establish highly successful partnerships with other professionals and secure effective interventions for children who may need additional support.
- Partnerships with parents, carers and families are exemplary. Staff see parents' role as pivotal to their children's learning and they heartily encourage them to engage in all aspects of the life of the pre-school. Staff frequently ask them for their comments and suggestions for improvement.
- Staff constantly reflect on the effectiveness of their teaching and activities they provide. Staff are extremely well qualified. They receive excellent opportunities to train to a higher level. This has a direct impact on their ability to deliver exceptional outcomes for children.

What the setting needs to do to improve further

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

- increase opportunities for children to explore technology to broaden their learning in this area and refine these skills for the future.

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 manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, risk assessments, policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is outstanding

The dedicated and enthusiastic staff team have exceedingly high expectations of each other and of children's achievements. Staff are particularly skilled at targeting specific areas of children's development and help to narrow any gaps in their learning quickly. They intend to increase opportunities for children to explore technology and recognise the importance of evaluating the impact on outcomes for children. Teaching is of an exceptionally high standard and staff supervision is extremely effective. Recruitment procedures are rigorous and ensure that all adults working with children are suitable to do so. Safeguarding is effective. All staff demonstrate their excellent knowledge of child protection procedures. They fully understand how to identify any risks to children's well-being and safety. Staff know where to find up-to-date information on safeguarding procedures and contacts should they need to raise a concern.

Quality of teaching, learning and assessment is outstanding

Staff have an exceptional knowledge and understanding of how children learn and develop through play. Staff use excellent strategies and techniques to support children's growing communication and language skills. For example, they provide daily musical communication support activities to encourage children's developing speech. Staff use visual communication tools and sign language to capture children's interest. They teach children songs and verse. This particularly helps children who speak English as an additional language as they sing along, learning from repetition and rhyme. Staff use extremely skilful questioning techniques to encourage children to think and solve their own problems. For example, when children construct a car park from paper and tape, staff ask them how they are going to make more room for larger cars.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy exploring and using their imagination. They pretend they are builders and hammer the roof of their 'tea hut'. They create fabulous artwork to represent their experience of fireworks and make colourful bangles from card for their superhero costumes. Children love playing outdoors. They develop their physical skills well on the climbing frame and slither down the slide, squealing with delight. Staff help them to count as they slide to promote numeracy. Staff closely supervise children and teach them about risks and hazards. Children are confident learners. They learn extremely quickly how to be independent and do things for themselves. For example, they tidy their toys and cut up fruit for their snack. Staff teach children about foods that are good for their health and they taste different fruits. Children learn to respect each other's cultures and traditions through fascinating resources, artefacts and stories.

Outcomes for children are outstanding

Children learn exceptional mathematical skills, such as weighing and measuring. They identify numbers, shapes and colours. Children learn about letters and sounds and practise writing their name. Children make superb progress in readiness for school. They learn excellent social skills and take books into dens to read with their friends.

Setting details

Unique reference number	EY472098
Local authority	Essex
Inspection number	1088258
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	28
Number of children on roll	35
Name of registered person	Hawkesbury Pre-School Limited
Registered person unique reference number	RP531681
Date of previous inspection	2 June 2014
Telephone number	01268514045

Little Hawks Pre-School registered in 2013. It is one of two pre-schools managed by a limited company with charitable status. There are eight members of childcare staff. All staff hold appropriate early years qualifications at levels 2, 3, 4, 5 or 6. The pre-school operates from Monday to Friday, during term time only, from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school also runs a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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