

# Little Steps Pre-School

Luncies Hall, Luncies Road, Basildon, SS14 1SA



<b>Inspection date</b>	6 June 2018
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

- Staff are friendly, calm and nurturing. Children have formed secure emotional attachments with their key person. They settle well and are confident learners. Children demonstrate a high level of self-esteem and staff frequently praise their efforts.
- Staff are well qualified and experienced. They use their knowledge of children's individual learning needs and their understanding of how children learn, to provide a wide range of interesting activities.
- Partnerships with parents are strong. Parents are kept fully up to date with their children's development, next steps for learning and achievements. They are very appreciative of the support they receive and comment that they would have no hesitation in recommending the pre-school.
- The manager and staff are highly motivated and passionate about the service they provide. They regularly complete training to build further on their knowledge and skills. They evaluate the provision well, identifying areas to develop to provide good outcomes for children.

### It is not yet outstanding because:

- Staff do not always fully consider children's varying levels of concentration and attention when organising some group activities.
- Occasionally, staff do not use opportunities to ask questions that test out and challenge children's thinking skills further.

## What the setting needs to do to improve further

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

- review and amend the organisation of group activities to maximise learning opportunities for all children
- focus continual professional development on enhancing good teaching further.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff demonstrate a very good understanding of the local safeguarding procedures. They ensure that all policies and procedures are followed throughout all aspects of practice. The managers supervise staff well, follow safe recruitment practices and review the ongoing suitability of staff. This helps to keep children safe. Staff talk to children about the rules and boundaries within the setting and remind them to tidy away resources to help prevent any accidents. The manager uses additional funding well to tailor activities to meet children's individual needs and extend their learning further, for example, organising a football coach to help promote children's physical and coordination skills to a higher level.

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

Staff make effective use of the information they gather when children first start. They talk confidently about children's current levels of development. They plan activities that they know children will enjoy, incorporating what they need to learn next. Staff engage in children's play at a level appropriate to their stage of development and create an enjoyable atmosphere. There is a strong focus on promoting children's speaking and listening skills. Staff use every opportunity to reinforce children's vocabulary and conversation skills throughout their time at the setting. Children learn to count and develop mathematical ideas as they measure out the ingredients needed when making play dough. Children enjoy creative play and use different tools effectively to investigate and encourage fine-motor skills.

### Personal development, behaviour and welfare are good

Children are confident and capable learners who make their own decisions about what they do and with what they play. Staff have thoughtfully designed the indoor and outdoor learning environments. Children enjoy the safe and challenging outdoor area. For instance, they carefully balance on the large wooden climbing frame. Children use great imagination when playing with the real kitchen equipment, soil and herbs in the mud kitchen. Care routines fully support children's individual needs and younger children's dignity is respected during these times. Staff positively support children's emotional well-being. Children behave well. They listen to staff's instructions and show they understand the rules of the setting as they happily follow the routine of the day.

### Outcomes for children are good

Children make good progress and develop key skills in readiness for when they start school. They have ample opportunities to develop their early writing skills and learn to listen and respond to instructions. Their understanding of the wider world is enhanced and they enjoy access to a range of small-world activities that reflects diversity. Children enjoy small-group story sessions and looking at books independently. Children who have special educational needs and/or disabilities are very well supported.

## Setting details

<b>Unique reference number</b>	EY501700
<b>Local authority</b>	Essex
<b>Inspection number</b>	1052488
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Lorraine Porter and Vanessa Matthews Partnership
<b>Registered person unique reference number</b>	RP908140
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07791 275183

Little Steps Pre-School registered in 2016. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, all year round. Sessions are from 9am to 12.30pm on Monday and Friday, and from 9am to 3.30pm on Tuesday, Wednesday and Thursday.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

