

# Little Gem's Pre-School Basildon



c/o Fairhouse Infants School, Long Riding, Basildon, Essex SS14 1QP

<b>Inspection date</b>	19 November 2018
Previous inspection date	17 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- Staff are ambitious and drive continual improvement. They work very well as a team and have addressed previous actions. For example, they have introduced new and effective ways of observing, assessing and planning for children's learning.
- Parents comment on the good communications between themselves and staff. They particularly like the home visit carried out by staff before children enter the pre-school. Parents state that this helps to develop strong relationships and helps them to share information about their children's learning.
- As part of the pre-school's self-evaluation, staff seek the views of parents and act upon their suggestions. For example, parents show an interest in taking part in activity days. In response, staff organise stay-and-play sessions.
- Staff attend training in areas such as behaviour management, to develop their knowledge and skills. Staff follow a 'magic script' which they use to help children to learn and to understand the rules for good behaviour.
- Managers and staff use additional funding, such as the early years pupil premium, very well. For example, staff pay for a sports coach to help children develop their personal, social, emotional and physical development.

### It is not yet outstanding because:

- When key persons establish the next steps for children's learning, this information is not shared well enough with the rest of the staff. As a result, some staff do not have the information they need to support and challenge children as well as possible.
- Staff are not fully focused on helping children to learn about the languages some children speak at home, in addition to English.
- Staff do not always explain, or help children to think about why things happen, such as being chosen as the 'star of the week'.

## What the setting needs to do to improve further

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

- share information about what children need to learn next more effectively between staff, so that all staff are able to fully challenge children as well as possible
- focus more strongly on helping children to learn about and to celebrate the languages some children speak at home, in addition to English
- give children better explanations and help them to consider and to understand why things happen.

### Inspection activities

- The inspector observed the quality of teaching in the pre-school, during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the managers. 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

Dianne Adams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff attend training to update their knowledge of child protection issues. They understand their duty to prevent children being drawn into situations which put them at significant risk of harm. For example, staff check children's attendance. Managers and staff carry out thorough risk assessments. Children are safe as they play, indoors and outdoors. Recruitment and vetting is robust. Managers complete rigorous and ongoing checks. This helps to make sure staff are suitable to care for children. Staff enjoy regular supervision and support from managers. They discuss their professional development needs and set goals to develop their practice. Managers track the progress different groups of children make in their learning. They use the information to improve children's mathematical, literacy and physical skills.

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

Staff are well qualified. They observe and assess what children can do and what children need to learn next. Staff work well with parents and other professionals, such as occupational therapists. They agree ways to close gaps in children's learning. All children, including those with special educational needs and/or a disability, make good progress in their learning and development. Staff interact well with children. They join in with children's play to extend children's learning. For example, staff help children to use scissors to cut paper. As a result, children develop their physical skills. They gain an understanding of keeping themselves and others safe. Staff promote children's language well. They praise children for sounding out letters of the alphabet during group time. This encourages children to 'have a go' and to persevere in their learning.

### Personal development, behaviour and welfare are good

Staff focus very well on promoting children's emotional well-being. Children are happy and settle well into this welcoming and friendly pre-school. They develop strong relationships with adults and their peers. Children learn about different traditions, religious festivals and people in their community. For example, children explore Remembrance Day and make poppies out of different materials. Children show respect and are polite towards others. They are very proud of their achievements. For example, children share the photographs and artwork displayed in their learning journey scrapbook. Children enjoy being active and develop their physical skills. They run, jump and safely negotiate the outdoor space. Children enjoy exploring with a parachute outdoors.

### Outcomes for children are good

Children develop the skills that prepare them well for the next stage in their learning and for school, when the time comes. They make lots of decisions in their play. Children choose from a wide range of play resources to use, move and combine in different ways. For example, children use brushes and hairdryers as they pretend to be a hairdresser. Children develop their early reading skills. They enjoy exploring books and listen very well to a story read by an adult. Children enjoy being creative. They observe and combine different materials to create new effects. For example, children talk about how cornflour becomes sticky when they add water.

## Setting details

<b>Unique reference number</b>	EY291012
<b>Local authority</b>	Essex
<b>Inspection number</b>	10080287
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little Gems Pre School Basildon Committee
<b>Registered person unique reference number</b>	RP524793
<b>Date of previous inspection</b>	17 January 2018
<b>Telephone number</b>	01268 293073

Little Gem's Pre-School Basildon registered in 2006. The pre-school employs nine members of staff. Of these, six staff hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday from 9am until 3.30pm, during school term times.

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