

# Little Wakering Pre-School

St Edmunds Church Hall, Great Wakering SS3 0JB



<b>Inspection date</b>	1 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are confident and active learners and enjoy their time at pre-school. Staff provide a good range of interesting and stimulating activities to ignite children's curiosity and imagination.
- Staff are kind and caring and children settle quickly. Children form close attachments to staff and this helps them to feel safe. Staff work closely with children on an individual basis to ensure they are emotionally secure. Children develop a strong feeling of belonging and proudly point out their names as they enter the building.
- Staff encourage children to develop independence from a young age. They understand how children learn and what they need to learn next. They support children to make good choices in their play and learning and guide them towards their next milestones.
- Children make good progress from their starting points. Staff work closely in partnership with parents and obtain essential information about children's abilities from the beginning. They track children's development carefully and ensure parents are fully informed about their continued progress and achievements.
- Staff receive good support and supervision and access regular training opportunities. Leaders and managers evaluate staff practice and the activities they provide for the children. They take account of the views of children and parents when planning to make improvements to the setting.
- Staff do not provide extensive opportunities for children to explore and use information communication technology.
- Children do not always have access to a full range of activities outdoors to meet all the areas of learning, particularly for those who prefer to learn outside.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore and experiment with information communication technology
- increase opportunities for all children to access a full range of outdoor learning, especially considering those who learn best outside.

### 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 deputy 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 developmental records, and policies and procedures.

### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Managers and staff work well together as a cohesive team. They work closely with other settings that children attend and with other professionals involved in their care. Recruitment procedures are rigorous and staff suitability is regularly checked. New staff and students receive a good induction regarding the policies and procedures of the setting and receive good mentoring and support. Safeguarding is effective. Staff are confident in their ability to recognise if a child is at risk of harm. They fully understand their responsibilities to protect children and the procedures to follow if they have a concern. Managers share policies with parents weekly and seek their views. They set quizzes for staff to test their understanding, particularly with regard to safeguarding matters, to ensure their knowledge remains current.

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

Staff provide a varied array of resources inside the setting to meet children's learning needs. They ensure that all children receive the support they need to enable them to reach their goals. All children, including those who need additional support, progress well. Staff use a good range of teaching methods to aid children's communication and language development, such as visual aids, sign language and good eye contact. Staff use books and stories to enhance children's learning and link with their activities. For example, children enjoy naming and tasting fruits they recognise from a favourite tale. They develop mathematical skills as they compare the weights of the fruits and measure them. They try different types of scales and find out about balancing and how numbers help to calculate weight and measurements.

### Personal development, behaviour and welfare are outstanding

Staff hold extremely interesting discussions with children about foods that are good for their health. Children learn a great deal about food as they handle and smell different fruits and vegetables. They are incredibly curious and find out that some fruits are prickly and some go 'mushy' when squeezed. Children are exceptionally imaginative. They enjoy discovering new things and working things out for themselves. For instance, children decide to build a zoo. They excitedly gather all the toy animals together and staff help them to name them. Children compare the sizes of the animals and have lots of fun making animal sounds. They expertly build walls from bricks to make enclosures. They work extremely well together as a team and develop firm friendships. Staff praise children all the time for their achievements. This boosts children's self-esteem and encourages them to be even more creative. Children's behaviour is excellent. They enjoy taking responsibility for each other and helping and caring for each other.

### Outcomes for children are good

Children improve their physical skills on climbing frames and during team games. They develop a fascination for books and discover that written words have a meaning. They practise using scissors and pencils as they develop early writing skills. Children find out about other people's traditions and cultures and learn about the world they live in. Children recognise numbers, shapes and colours and are well prepared for further learning and starting school.

## Setting details

<b>Unique reference number</b>	EY540411
<b>Local authority</b>	Essex
<b>Inspection number</b>	10089910
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Great Wakering Pre-School LLP
<b>Registered person unique reference number</b>	RP535503
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01702216120

Little Wakering Pre-School registered in 2017. There are five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 5. The pre-school operates from Monday to Friday, 8.30am until 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

