

Little Friends Pre-School

The Tea Rooms (Pavillion), Civic Hall - Blackshots Playing Field, Grays,
Essex RM17 9AW



Inspection date	3 July 2019
Previous inspection date	17 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The experienced and enthusiastic staff work well together as part of a friendly and motivated team. They are committed to continuously raising standards and delivering a high-quality provision for children and their families.
- Partnerships with parents are a key strength. Staff forge strong and trusting relationships with parents and keep them well informed about children's development and well-being. Parents praise highly the staff team for the care and attention they give their children.
- Staff assess children's progress accurately. They plan a variety of stimulating activities that interest children and enable them to take the next steps in their development. They work closely with other professionals to provide programmes for children with special educational needs and/or disabilities.
- Children develop strong emotional bonds with their key person and all members of staff. They are happy, settled and enjoy their time at the pre-school. They develop confident social skills in readiness for school.
- Staff are positive role models for children and manage behaviour well. They encourage children to use good manners. Children are polite and friendly and learn to be tolerant, respectful and kind.
- The manager reflects well on the provision and children's progress, to continually improve practice and maintain good outcomes for children.
- The manager has not explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest level.

What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities that are sharply focused on raising the quality of teaching to an outstanding level.

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 a small number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff complete child protection training and understand their responsibilities to keep children safe. The manager and staff implement robust procedures to minimise potential hazards and keep children safe. Staff deployment is effective. Children are provided with good levels of supervision at all times, which helps to protect their well-being. Parents speak highly of the staff team, describing them as very 'caring' and 'friendly'. Staff regularly share information with parents about children's care and development to promote continuity of learning for children. Self-evaluation is effective. The manager involves her team and parents to reflect on the quality of the provision. There is an ongoing commitment to raising standards and delivery of the highest-quality provision for children and their families.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's development to plan interesting activities that engage them effectively. Staff respond well to children's choice of activities, moving around to deploy themselves effectively to support children well. Attentive staff support children to play together well, sharing ideas and developing strong friendships with their peers. They get down to the children's level and sensitively participate in children's play. Staff provide many opportunities to extend children's communication skills. For example, they encourage children to independently look at books and listen to stories. Staff engage in meaningful conversations with children and encourage them to share their home experiences. Children have many opportunities to make marks. They enjoy applying paint using a range of tools and then describing their pictures to staff.

Personal development, behaviour and welfare are good

Children demonstrate that they feel happy, safe and secure in this welcoming pre-school. Staff organise the space well so that children make independent choices about where they play and explore. Children show great confidence as they explore the stimulating environment happily and with self-assurance. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise in the outdoor area where they play, run and explore in all weathers, supported by enthusiastic staff. Children's independence is well promoted from an early age and they follow good hygiene routines. Staff forge strong partnerships with parents. Parents praise the fact that staff take the time to understand their children and their individual needs very well.

Outcomes for children are good

All children are making good progress from their starting points. Children confidently explore the well-chosen and extensive resources. They are motivated to try new things and to take part in the good range of activities provided. Children develop good listening, speaking and social skills and communicate well with each other, staff and visitors. Staff support children to count and talk about shapes as they play, which helps them to develop good mathematical skills. Children learn skills such as writing their names. They show good levels of independence and are keen to do things for themselves. Children actively gain key skills that prepare them well for starting school.

Setting details

Unique reference number	EY271462
Local authority	Thurrock
Inspection number	10069835
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	55
Name of registered person	Little Friends Pre-School Partnership
Registered person unique reference number	RP521737
Date of previous inspection	17 October 2014
Telephone number	07846 047281

Little Friends Pre-School registered in 2003. The pre-school employs seven members of staff. Of these, two hold appropriate early years qualifications at level 4 and four hold qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3.30pm.

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