

Inspection of Little Me Preschool

Jardins, East Street, Braintree CM7 3JJ

Inspection date: 5 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at pre-school. They arrive happy to see staff and their friends and settle quickly, which shows that children feel safe and secure. Children behave very well and know what is expected of them. For example, when staff ask them to put their hands in the air to show that they are listening, they immediately stop what they are doing and pay attention. Children eagerly explore the activities laid out for them. They create models using dough and natural resources, such as shells and fir cones. This provides good opportunities for children to use their imaginative skills.

Children enjoy playing with their friends. They recreate familiar roles seen at home as they prepare meals, lay the table for lunch and sit down in the small wicker chair for a rest. Children take part in daily yoga style exercises and dancing. For example, they move their bodies and resources in time to the music, following staff's lead to shake their legs and arms, and twirl streamers round and round. Children enjoy being outside. They create patterns on the wall using water and paintbrushes and use their growing imaginative skills in a wicker 'castle' to sell ice creams.

What does the early years setting do well and what does it need to do better?

- Children with special educational needs and/or disabilities receive high levels of care and support specifically tailored to their individual requirements. For example, staff provide children with the specialised equipment they need to take part as much as possible and have had training to be able to manage children's medical needs confidently. Partnerships with other professionals involved in children's care are well developed and enable staff to seek support and guidance to help support children and their families.
- Staff provide good support to help their key children make good progress. They know what children need to learn next and how to manage any signs of frustration or difficulty. However, sometimes, staff are too focused on their own key children and miss opportunities to support other children close by.
- Staff help children to be ready for the next stage in their learning, including going to school when the time comes. Children learn to look for their name on place cards at mealtimes and independently open their lunch bags to find their sandwiches and savoury foods.
- The provider, who is also the manager, has high standards and ensures that staff receive plenty of support to help them provide children with the best possible experiences. She constantly evaluates and reviews the environment, making changes where necessary to keep children safe, happy and engaged. However, occasionally, some of the children's details may not be wholly secure at times when members of the public might use the premises.

- There are effective partnerships with parents, including those who speak English as an additional language. The manager translates policies and forms into their home languages and has staff who speak multiple languages. This enables parents and children to speak and read information in their home languages, which keeps them informed and reassures children.
- School teachers visit pre-school children prior to them starting school. They invite children and staff to school to share in special events, such as the Christmas concert. Staff use a local school playing field to hold their sports day, which helps children to become familiar with their new surroundings.
- The manager uses funding money to arrange additional opportunities for children outside of the pre-school. Children visit a forest school to learn about nature and to take managed risks. For example, they learn how to climb trees with supervision. The manager also brings in woodland themed activity organisers to provide children with further experiences, such as using saws and hammers to complement their forest school learning.
- Staff have regular supervisions with the manager, which helps them to develop their practice and professional development. Some staff are studying for further qualifications, while others attend training courses to raise the quality of education and outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection matters and regularly update their knowledge through online and arranged courses. This helps them to be aware of all changes to guidance and possible risks to children. Staff know the signs which may indicate that a child is at risk of harm and what to do in the event of a concern. They complete regular risk assessments to ensure that the environment is safe, particularly as the premises is hired out at the weekends.

What does the setting need to do to improve?

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

- build further on staff's practice to help them provide all children with the same opportunities in play
- improve the organisation of the environment to keep children's details more secure, particularly at weekends.

Setting details

Unique reference number	EY555255
Local authority	Essex
Inspection number	10144530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	60
Number of children on roll	74
Name of registered person	Marshall, Lisa Joanne
Registered person unique reference number	RP906326
Telephone number	07568506364
Date of previous inspection	Not applicable

Information about this early years setting

Little Me Preschool registered in 2019 at its current premises in Braintree. It operates term time only from 8am to 6pm. There is a holiday club which operates during school holidays, except for Christmas. The pre-school employs 15 members of staff, of which six, including the manager, hold an appropriate early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Sue Mann

Inspection activities

- The manager took the inspector on a tour of the premises and discussed how the environment is organised to support children's learning.
- The inspector completed a joint observation with the manager and tracked children. She discussed children's learning and development with their key persons and the manager.
- The inspector sampled staff's qualifications and evidence of their suitability to work with children.
- The inspector spoke to children, parents, staff and the manager.
- The inspector observed children and staff playing and interacting together.

We carried out this inspection 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.

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