

Inspection of Little Chestnuts Preschool

Karis May Darling Centre, Springhouse Road, Corringham, Stanford-Le-Hope, Essex
SS17 7LS

Inspection date: 21 October 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at the pre-school excited and very eager for their day to begin. They say goodbye to their adults outside and interact with warmth and confidence as their key person comes out to greet them. Children build incredibly strong bonds with staff, for whom they show genuine affection. Staff focus strongly on supporting children's emotional well-being and adapt their approach according to what each individual needs.

Children engage in purposeful play and are curious, inquisitive learners. They thrive in the pre-school through individualised support from highly skilled and experienced staff. Staff have high expectations for what children can achieve and an in-depth knowledge of all children's capabilities.

Children move very confidently between play areas and make their own play choices from the interesting variety of activities on offer. Children are inspired to engage in purposeful play, indoors and outdoors, with a wide range of resources that encourage them to be curious and creative. For example, children independently use resources to make kites to fly on a windy day. They select a hole punch to make a small hole and then confidently thread string and pipe cleaners through these holes. Younger children are fascinated with the string and sticky tape. They enjoy attaching string to various objects and experimenting with the results.

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

- The managers' undeniable commitment, passion and determination to provide an exceptional provision for children to flourish in, are inspiring.
- There is a sharp focus on continually evolving and supporting staff to maintain the high quality of education children receive during their time in the pre-school. Leaders join staff in activities with children. They make immediate suggestions about how teaching and interactions can be improved to the very highest level. Staff say they are extremely well supported, they enjoy working here and their well-being is a high priority.
- Children's communication is successfully encouraged, as they enjoy an extremely rich and varied language environment. Signing, pictorial clues and the highly responsive staff team provide opportunities for children to interact effectively. Children confidently answer questions and use new words they have learned. Staff ask questions that successfully challenge children to think, respond and say what they know.
- The care provided for children with special educational needs and/or disabilities (SEND) is exceptional. Staff take great care to find out as much as they can about the children's likes, needs and family backgrounds. They do this through

trusting partnerships with parents and close relationships with professional agencies. Every achievement is celebrated, with staff showing genuine delight at even the slightest progress children make.

- Staff know the children they care for extremely well. They demonstrate a deep understanding of children's learning needs and consistently deliver high-quality interactions that effectively build on what children know. Children react very positively to staff during their play and show high levels of engagement.
- Staff build effective partnerships with parents, who are exceptionally complimentary about the setting. Parents are offered highly effective support and ideas of how to complement their children's learning at home. The manager runs workshops for parents, explaining how and why the children learn the way they do. Parents value these sessions and comment on the new knowledge they have gained.
- Children are actively encouraged to have a go at challenges and test out their ideas. For example, when experimenting outside mixing paint, children make predictions about what colour they might make. When provided with a new set of brushes, children are challenged to open the packet. They share ideas about how they might do this and eventually conclude that they will need scissors to cut the packet.
- There are excellent systems to monitor children's progress. Staff quickly identify gaps in children's learning. All children, including those with SEND and children who speak English as an additional language, make excellent progress.
- Staff deploy themselves exceptionally well around the setting and constantly make the most of impromptu learning opportunities. For example, when children are discussing porridge at snack time, staff talk about the story of Goldilocks. Later they help children to find the book and they excitedly retell the story.
- Children are skilfully supported to learn how to manage their emotions. Staff support them to share, take turns and develop an understanding of how their behaviour has an impact on others. As a result, children develop high levels of self-control and an excellent awareness and understanding of their emotions. Behaviour is exemplary as all children are listened to and understood.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow robust recruitment procedures to ensure those working with children are, and continue to be, suitable to work with children. Staff are very knowledgeable in relation to all aspects of safeguarding and update their training regularly. Ongoing discussions and quizzes help staff to test out and keep their understanding current. An effective balance is achieved between providing a safe environment while also allowing children to explore and take risks. Children learn how to keep themselves safe and demonstrate this through everyday opportunities. For example, as children are sweeping up sand around the sand tray they explain that they need to do this so that no one slips and hurts themselves.

Setting details

Unique reference number	EY561441
Local authority	Thurrock
Inspection number	10190827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	70
Name of registered person	Little Chestnuts Preschool Limited
Registered person unique reference number	RP561440
Telephone number	07910 884868
Date of previous inspection	Not applicable

Information about this early years setting

Little Chestnuts Preschool registered in 2018. The pre-school employs 11 members of childcare staff. Seven hold appropriate early years qualifications at level 2 and above. The manager holds qualified teacher status. The pre-school opens from Monday to Friday, term only. Sessions are from 8.30am to 11.30am and from 11.45am to 2.45pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of written views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021