

Inspection of Little Birches Pre-School

18 Gates Green Road, West Wickham, Kent BR4 9JW

Inspection date: 9 December 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 thrive at this child-centred, nurturing setting. They are curious as they explore the inviting environment. Children consistently demonstrate high levels of engagement and enthusiasm to learn.

Children's behaviour is exceptional. Practitioners show high levels of respect, kindness and attentive listening to children. As a result, all children have an exceptional, positive attitude towards their learning, including the very youngest children.

Opportunities for children to develop their independence are continuous. During snack times, children have individual chopping boards and knives. They choose and skilfully cut their own fruit. Practitioners consistently extend children's language. They introduce and repeat words such as 'sour' and 'gigantic' while talking about their snack.

All children make extraordinary progress. This includes children of all abilities and those who receive additional funding. Higher adult-to-child ratios contribute to the individual support children receive; as such, practitioners are swift to meet support targets set by external professionals.

Practitioners help children to make valuable contributions to their local community. They teach them about recycling and sustainability. Children talk about compost as they care for and prune the herbs they have been growing.

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

- The lead mentor has created a curriculum that centres around the individual child. Children develop self-esteem and confidence during circle times and recite their 'golden rules'. Staff focus their attention so each child receives rich, focused interactions.
- Planning of activities is thoughtful and meticulous; children's interests lead their learning. They learn how to risk assess their own play. Children use real-life drills and hammers during activities with care. They show high levels of engagement while listening to safety instructions.
- The curriculum builds on children's embedded knowledge. Practitioners give children time to practise and repeat skills. Children recite and finish sentences to their favourite books with confidence. This helps secure knowledge to support future language and literacy development.
- Children are extremely well prepared for the next stage in their development. Practitioners use insightful observations to work on individual next steps. This gives children the skills needed to make transitions a highly positive experience.

- Relationships are consistently strong. Children confidently include friends in their play. They problem-solve and work as a team to put outdoor equipment back together. They use positive language to support each other in regulating their own feelings.
- Developing children's language and literacy are priorities. Children sing familiar songs and count to five or 10 in Mandarin. They have access to literature in different languages across the setting. Practitioners use sensitive intervention for opportunities to read to children. Those children who start with less vocabulary are making significant progress.
- Extra-curricular activities support the manager's curriculum intent, particularly in relation to equality and diversity, and supporting children who may have had fewer experiences than others. Local community links give children opportunities to develop 'circus skills', and skills in ballet and karate. This helps children fill gaps in learning, alongside giving them new challenges. Additional funding is also used thoughtfully to enhance the outdoor space.
- Parents speak extremely highly of the setting. They comment how well their children are progressing in confidence and language. Children are also using words and numbers in Mandarin at home. They also highlighted the 'crucial' support they have received during the COVID-19 pandemic. The setting offered ideas and support for parents via an app. They also receive updates on their child's progress regularly.
- The lead mentor has high ambitions for the setting. They ensure children, practitioners and parents contribute to the curriculum. They spend significant time coaching and improving practitioners' knowledge while teaching alongside them. This ensures the curriculum delivery is consistent for all children.
- Practitioners receive regular support, training and supervisions. Their own talents also contribute to the setting's curriculum. They comment that having a higher number of adults contributes to their own well-being. This also supports them in ensuring children's emotional well-being is secure.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and practitioners have a robust, embedded knowledge of safeguarding procedures. This includes reporting allegations and what to do if they have concerns about a child. They regularly receive training to keep knowledge up to date. Leaders keep abreast of local safeguarding incidents. This means they are aware of risks to children in the local area. The setting are extremely observant when supervising children. Practitioners involve them in learning to protect themselves. They additionally support parents with their role in safeguarding by offering guidance on internet safety.

Setting details

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| Unique reference number | 2519716 |
| Local authority | Bromley |
| Inspection number | 10208004 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 5 |
| Total number of places | 69 |
| Number of children on roll | 69 |
| Name of registered person | Little Birches WW Ltd |
| Registered person unique reference number | 2519715 |
| Telephone number | 02037377713 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Birches Pre-School registered in 2019. They operate from the Assembly Halls in Coney Hall, in West Wickham, in the London Borough of Bromley. The setting is open from 7.30am to 5.30pm, Monday to Friday, for 51 weeks of the year. There are 13 members of staff employed at the pre-school. Of these, two have relevant early years degrees. There are 10 staff with qualifications of level 2 or 3. One unqualified staff member is working towards a qualification. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tania King

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 provider and has taken that into account in their evaluation of the setting.
- The lead mentor and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations of group activities with the lead mentor.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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