

Inspection of Woodside's Little Me Pre-School

Woodside Hall, Manor Road, Benfleet, Essex SS7 4PH

Inspection date: 25 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive excited, enthusiastic and eager to learn. They are greeted by happy and welcoming staff and leave their parents with ease. Children settle very quickly at well-presented activities within a most child-friendly and inviting environment. Children are comfortable and confident and move around engaging in activities of their choice. Children delight in story time. They sit comfortably and listen with intent. Staff have established close bonds with the children and know them well. Children communicate their needs and the staff are very attentive.

Children are familiar with the routines and what is expected of them. Children are polite and their behaviour is extremely good. They show kindness and concern for one another. They learn to share and negotiate when taking turns. Staff positively encourage children to be independent. For example, children thoroughly enjoy snack time. Their play is not interrupted as they decide when to eat. Children develop a sense of belonging as they self-register to indicate they have had snack. They choose from a range of healthy fruits from the buffet. They are encouraged to wash up their plate and cup when they finish. Children's language is developing well. Staff engage children in conversations and introduce new words to broaden their vocabulary, such as 'sphere' and 'scavenger'.

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

- Parents speak extremely positively of the care their children receive. They comment that the staff are very supportive, communicate well and that their children have made very good progress since attending. Parents comment that the staff are 'fabulous' and spend time getting to know their children. They comment that they feel reassured their child is safe and having fun. Parents discuss how easily their children settle. They fully appreciate the lending book library and the suggestions they receive to extend their child's learning at home.
- Children benefit from a broad curriculum. The staff use initial assessments well and know what the children need to learn next. They positively follow children's own interests when planning. Staff challenge children's thinking. For example, children make play dough. When the mixture is too wet, they are prompted to think what is needed to make the right consistency. Children show great satisfaction as they solve the problem.
- All children's communication skills, including those who speak English as an additional language, are fully supported and progressing well. Children are confident speakers and ask lots of questions. The environment is rich in text and staff engage children in meaningful conversations. However, on occasions, staff do not allow children sufficient time to think and process information to respond, before asking further questions.
- The well-established key-person system in place promotes children's emotional

security. All children, including those who require additional support, settle quickly and confidently engage in activities. Children show fascination and sustained levels of concentration, when using the sensory play equipment. They sit with their friends in the wigwam as they create stories using the small world figures and puppets.

- The manager is very ambitious. She has high expectations for her staff and the children. The manager fully supports her staff to develop their own professional development. She is fully aware of the positive impact training has on the outcomes for children attending. The manager has effective engagement with the staff. Appraisals, supervisions and daily communication means she is fully aware of any issues. Staff comment that they are happy, feel supported and valued, and that their well-being is considered. However, planned monitoring of staff practice is not as frequent and, therefore, opportunities to improve and enhance practice may be missed.
- The quality of education is good. Children are encouraged to recall what they have learned. For example, children experience sitting on a tractor in the field. Staff ask the children how many pedals the tractor had and what colour it was. Children are eager to answer and are praised for remembering. They enjoy a supervised walk in the field. Children work together in small groups as they look for clues on a clipboard provided. They excitedly point out a bird's nest and signs in the environment. They make good guesses as to what they may say. Children make good attempts at early writing skills as they document what they have seen.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team of staff including students, all have a very secure knowledge of how to protect children's welfare. They understand the possible behaviours and symptoms that may cause concern, and know how to report these. Staff are committed to ongoing training to ensure they are up to date and have a good knowledge of the wider issues of child protection. The manager has a robust recruitment policy, and ongoing suitability checks in place to ensure children are cared for by staff who are suitable to do so. Routine risk assessments are completed to ensure children play in a safe and secure environment.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, developing their language and conversation skills further
- monitor the quality of teaching and learning even more closely to identify how practice can be enhanced to achieve the highest level of learning experiences.

Setting details

Unique reference number	2525184
Local authority	Essex
Inspection number	10208243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	53
Name of registered person	Woodside's Little Me Pre-School Ltd
Registered person unique reference number	2525183
Telephone number	07394471861
Date of previous inspection	Not applicable

Information about this early years setting

Woodside's Little Me Pre-School was registered in 2019. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens from 9am until 4pm on Monday Tuesday and Thursday, 9am until 3pm on Wednesday and 9am until 12 midday on Friday, during term time only. The pre-school offers a lunch club from 12 midday until 1pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 manager showed the inspector around the areas that children access. They discussed how staff organise the setting and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school deputy manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.

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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