

# Inspection of Little Roo's Pre-School 2

United Reform Church, 31 Bradleigh Avenue, GRAYS, Essex RM17 5XD

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Inspection date: 9 June 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy to attend this setting. They arrive in the morning with a big smile on their face and they show a positive approach to learning. Children form very strong attachments with their key person, which supports their emotional well-being. Children are very familiar with the pre-school's established routines and they move freely from an area of learning to another, just as it interests them. For example, children get to choose whether they would like to play in the garden, or explore an exciting tray activity filled with lots of natural resources, including real flowers. While in the garden, the children have access to a wide array of activities that support their gross and fine motor skills, as well as their social interactions. For example, children are encouraged to set up a balancing beam activity and they take it in turns to explore this. As a result, they get a great sense of achievement, which supports their self-esteem and confidence.

Children learn more about the world around them, indoors and outdoors, while exploring a variety of exciting and inspirational activities and heuristic resources. This helps develop their imaginative skills, independence and problem-solving skills, as well as their communication and language skills.

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

- The pre-school offers a rich environment with plenty of learning opportunities. The setting has a natural and heuristic approach to learning. The children have access to a variety of books, strategically placed in every area of learning. The setting also benefits from a sensory area aiming to support children with special educational needs and/or disabilities. The pre-school also promotes children's self-regulation. For example, children can use the 'quiet zone' to calm down or make use of a book about a 'Colour Monster' to learn more about their emotions and how to express these.
- Practitioners have strong and sound relationships with the children. They have a robust knowledge of assessment and children's next steps and know how to support children's learning and development. At times, particularly in the younger age group, learning is not always extended further. For example, at circle time in the room for two-year-old children, children's communication and language is not promoted as well as at other times and children's vocabulary is not extended. There are also missed opportunities at mealtimes, when practitioners do not fully engage in conversations and discussions with the children.
- Older children gain well needed skills to prepare for future learning and starting school. For example, the children take part in a phonics activity, where they show great awareness of sounds, letters and proceed to simple blending too.
- Practitioners help the children develop their understanding of the world. For

example, when a child has two snails in a jar, they are encouraged to look for more living things to observe and explore. Also, during a phonics session, younger children are encouraged to join in with an environmental sounds game. They identify bird sounds, and extend their vocabulary by introducing new words, such as 'cuckoo' and 'robin'.

- Partnerships with parents are strong and effective. They use the nursery software to communicate aspects of children's learning, including next steps and assessments. Parents also benefit from regular parent consultation with the key person to learn more about their child's levels of attainment.
- Leadership and management are strong and inclusive. The staff team is valued and they are supported in every way possible. This includes their well-being and professional development. There is strong and effective staff induction and regular supervisions for everybody.
- The leadership's vision for the setting is shared among the team. However, at times, newly recruited practitioners and those training, are not fully supported to understand the impact that delivering an ambitious curriculum has on children. Leaders take positive steps to ensure the team continuously develops professionally. For example, the setting's director is set to deliver specific training to support children's communication and language. In addition, one member of staff is being supported to achieve a qualification at level 5.

## **Safeguarding**

The arrangements for safeguarding are effective.

Risk assessments are in place, completed daily and understood by all staff members. The most vulnerable children are well supported and provided with a stable environment. All staff members have robust knowledge and understanding of safeguarding, including wider aspects of safeguarding. They are aware of how to deal with disclosures and how to make referrals. Although children do not have access to the internet while in the pre-school, staff try to extend the awareness to the parents, especially those with older children who can access certain online games.

## **What does the setting need to do to improve?**

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

- extend and challenge children's learning even more, particularly their language skills and vocabulary
- improve knowledge and understanding of how children learn, to enhance the use of the curriculum, particularly those practitioners who are newly recruited or training towards a qualification.

## Setting details

<b>Unique reference number</b>	2577139
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10239506
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Little Roos Pre-School Ltd
<b>Registered person unique reference number</b>	2551450
<b>Telephone number</b>	01375 370364
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Roo's Pre-School 2 registered in 2020. The pre-school operates all year around, Monday to Friday from 8.30am until 4pm, except for bank holidays. The pre-school employs 14 members of staff. Of these, eight hold a qualification at level 3. Six members of staff are unqualified. Some of these are working towards a qualification. The pre-school receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the provider 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 provision.
- The directors and inspector completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- 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 practitioners at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with a director.
- The inspector held a meeting with the directors. She looked at relevant documentation and reviewed evidence of the suitability of practitioners working in the nursery.
- Some parents spoke to the inspector during the inspection. The inspector took account of their 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.

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