

Inspection of Little Explorers Pre-School

Frypa Hall, The Fryth, Basildon, Essex SS14 3PL

Inspection date: 24 June 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 at the pre-school with happiness and enthusiasm to learn. They are greeted by happy and calm staff, who are pleased to see them. Some children, who find it difficult to leave their parents, are quickly reassured by cuddles from friendly staff who they have strong bonds with. Children are helped to self-regulate. They understand why they may need to wait a little while for a toy they want. For example, they wait patiently for a turn on one of the bikes. Children develop good communication and language skills, particularly children with special educational needs and/or disabilities (SEND). They learn sign language, such as the sign for 'waiting', to help them regulate their emotions and understanding, and so they can easily communicate with their peers.

Children acquire the skills they need for the next stage in their education. They are very independent. Children confidently use the toilet, wash their hands, hang up their coats, wipe their noses and serve themselves snack. Children attain good literacy skills. They enjoy drawing shapes, showing great control of pens. Children are also starting to form recognisable letters. Staff provide a range of activities that promote early writing, such as using big arm movements to draw vertically. Children thoroughly enjoy using paintbrushes and water to draw on the walls outside. They are very well settled and play cooperatively together. Children are confident to try new things, have a go and persevere at tasks. They develop high levels of confidence and self-esteem.

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

- The manager is passionate and motivated. She has a good oversight of the curriculum in the setting and identifies strengths and areas for improvement well. Consequently, gaps that emerge in children's learning are addressed promptly.
- Staff get to know children and their needs very well. They are thoughtful and respectful of them and their families. The care and concern shown to families shows the level of knowledge and respect staff have for the children in their care.
- Children experience a very well-resourced and thought-out environment. The environment sparks children's imaginations and natural curiosity of the world around them. Consequently, they are consistently engaged in play and confidently lead their own learning. They test out their ideas and ask questions. Children enjoy activities, such as making play dough, pouring water, scooping sand and exploring ice.
- Staff have a good understanding of how children learn. Their accurate assessments ensure that each child's needs are monitored and the correct support is provided. As a result, all children make good progress in all areas of

learning.

- The support in place for children who speak English as an additional language is superb. Staff really care that all children are included. Staff are inventive with the ways they communicate with the children to ensure their needs are met and they are happy. Children are quickly learning English and their home languages and cultures are embraced by staff.
- Partnerships with parents are strong. They are aware of the curriculum and staff support parents with their children's development at home. Parents' feedback is extremely positive and they say they would recommend the pre-school to others.
- The support in place for children with SEND is exceptional. All staff have an in-depth knowledge of children's needs and go above and beyond to adapt activities, so they have the same opportunities as other children. These children in particular, thrive in the care of staff. The special educational needs coordinator is a huge asset to the setting. She is deeply passionate about her role and knows the children incredibly well. Consequently, children with SEND make very good progress from their starting points.
- Healthy lifestyles are promoted. Children take part in weekly football sessions. Children develop an understanding of how to keep themselves healthy, such as the importance of looking after their teeth. Children learn the effects that exercise has on their bodies.
- Staff support all children's individual learning well. However, in group activities staff sometimes focus more on younger children's learning and overlook the most-able children. This means that during these activities they do not offer more challenge and build on what they already know and can do.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They understand the action to take if they have a concern. Staff are clear about the steps to take if they witness inappropriate behaviour from another staff member. They are aware of wider safeguarding issues, such as the risks of families being drawn into extremism and the distribution of illegal drugs. Any concerns staff have about children are closely monitored and action taken to keep them safe. The provider has robust recruitment procedures in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- make better use of planned activities, so that most-able children experience high levels of challenge in their learning.

Setting details

Unique reference number	EY558589
Local authority	Essex
Inspection number	10226448
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	50
Number of children on roll	43
Name of registered person	Lorraine Porter and Vanessa Matthews Partnership
Registered person unique reference number	RP908140
Telephone number	01268 971163
Date of previous inspection	Not applicable

Information about this early years setting

Little Explorers Pre-School registered in 2018. It employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. The pre-school operates term time only. Sessions are from 9.15am to 2.15pm on Monday to Thursday, and 9.15am to 12.15pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

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 provider.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the pre-school 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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