

Inspection of Little Un's Pre-School

Darenth Village Hall, Ladywood Road, Darenth, Dartford, Kent DA2 7LL

Inspection date: 13 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school happily, and most children separate very easily from their parents. They show that they feel safe and secure and have warm relationships with all staff. Children are highly motivated and quickly find an activity that interests them. They engage for long periods of time with each activity, playing cooperatively with their friends. Children particularly enjoy role play and are very imaginative. They eagerly act out familiar stories with staff using actions, promoting a love for literature.

Children enjoy a language-rich environment. Staff take every opportunity to engage children in meaningful conversation and continuously role model new and descriptive vocabulary. For example, children have great fun exploring and describing the properties of snow. They eagerly describe the texture, temperature and feel of the snow and link in their own home experiences. Younger children giggle with delight as they join in with songs, demonstrating good communication skills. All children make good progress in their learning and enjoy the range of resources and activities available.

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

- The manager is dedicated and has a clear vision of what she would like children to achieve during their time at the pre-school. There is a great deal of emphasis on getting to know each child and their family so they can plan for their needs. However, occasionally, some staff are less clear about the intended learning for some activities. This means that, at times, activities offered are not precisely matched to what children know and can do.
- Children have lots of opportunities to practise and develop their early writing skills. For example, they use paintbrushes and other writing tools to make marks on paper and on natural resources, such as pinecones. They tear, crunch and roll tissue paper into small shapes independently. This helps to strengthen children's small-muscle movements, in preparation for early writing.
- Staff introduce counting and mathematical language through activities. For example, they model mathematical words to compare sizes, such as 'big', 'medium' and 'small', which children use in their everyday play. At times, however, staff do not always extend children's mathematical learning during activities. For example, they do not consider other aspects of mathematics they can develop, such as number sequence.
- Parents are extremely happy with the care and education their children receive. They feel well informed about their children's progress. Staff work in partnership with parents to suggest ways they can support their children's learning at home. This helps to provide consistency in children's care and learning.
- Children with special educational needs and/or disabilities are supported very

well. The special educational needs coordinator works closely with the school and other professionals. She knows how to make timely referrals to outside agencies to ensure that children receive the right support. Additional funding is carefully used to support children's individual needs, including their well-being and learning. All children are supported well when they move on to school.

- Children behave well and are familiar with the sequence of the day and the pre-school rules. Older children develop strong friendships and lead their own play well. A culture of respect is promoted through the way that children and staff speak to one another. Children also show respect for each other, encouraging their friends to join in and take turns. Staff consistently support and praise children, who are learning to share and take turns. This helps to build their self-esteem and confidence well.
- The manager continually reflects on what the pre-school does well. She is passionate about continually improving the pre-school. Staff speak very highly of how the manager supports their professional development. They receive regular supervision and training. The pre-school has good links with the local school and liaises with other professionals.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of how to safeguard children in their care. All staff have received appropriate training. Staff are confident about the signs and symptoms of abuse. They know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. Staff are deployed effectively to ensure that children are safe at all times. The manager follows robust recruitment procedures to ensure that staff are suitable to work with children. Staff carry out risk assessments to help keep children safe. They are sensitive to children's needs and show them respect. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to identify and implement clear learning intentions so that children are challenged and build on what they already know and can do
- build upon children's mathematical understanding and extend their thinking and learning during these activities.

Setting details

Unique reference number	EY397584
Local authority	Kent
Inspection number	10228508
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	38
Number of children on roll	49
Name of registered person	Rushbrooke, Maria Kathryn
Registered person unique reference number	RP908489
Telephone number	07912 562688
Date of previous inspection	9 January 2017

Information about this early years setting

Little Un's Pre-School registered in 2009 and is located in Darenth, Kent. The pre-school is open on Monday to Thursday, from 9am to 3.30pm, and on Friday, from 9am to 12pm, during term time only. There are nine members of staff who work with the children. Of these, the manager holds an appropriate childcare qualification at level 4 and five staff hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 manager and has taken that into account in her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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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