

# Inspection of Stanway Pre-school

Little Hands Children's Centre, Winstree Road, Stanway, COLCHESTER, Essex CO3 0QG

---

Inspection date: 21 April 2023

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children attend this unique setting with great joy and enthusiasm. They have a positive and excellent approach to learning. Children arrive and quickly become deeply engaged in their enriching learning environment. They are incredibly confident and sociable and make informed decisions about what they would like to do.

Children form warm and strong relationships with their key person. Staff continuously challenge children's learning and support collaborative play. They encourage the children to choose between exploring a stimulating indoors provision or accessing the garden, which is set up with real-life resources and activities. For example, while out in the garden, children are fascinated to learn more about how plants grow. They engage in meaningful discussions with staff about different weathers and what the seeds need in order to grow. They learn new words, such as 'herb' and 'coriander,' and acquire problem-solving skills. This in turn contributes to building their confidence and self-esteem.

Children develop a love of literature, which supports their early reading skills. Staff implement creative ways to broaden children's vocabulary and support their communication and language skills to very high levels. They introduce a library system to involve the parents in children's learning and development. Furthermore, staff introduce sign language when reading stories to the children, to build on their understanding. As a result, children skilfully sign 'please' and 'thank you'.

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

- The setting offers a rich environment, with exciting and inspiring learning opportunities. Staff focus on developing children's independence. For example, while in the garden, children run around with confidence, avoiding obstacles, and they engage in pretend play with a wheelbarrow. This further develops their balance, coordination and core strength. Children engage exceptionally well with their peers, showing fantastic levels of enthusiasm and giggling with joy. This helps to build their emotional resilience and social interactions.
- Leaders have created a meaningful curriculum, which is extremely well sequenced, and all staff have a very clear vision about what they want children to learn. Staff are exemplary role models and have warm and caring relationships with the children. For example, children learn more about healthy eating by analysing the food from their own lunch boxes. They relate this knowledge to the impact it may have on their oral health. As a result, children are able to make great choices of fruits to explore their taste, texture and colour.
- Staff have strong relationships with their key children. They have robust

knowledge and understanding of children's learning. They use their assessment of what children can do to plan for next steps in their learning, contributing successfully towards achieving children's next steps. Staff also support children with special educational needs and/or disabilities and children who speak English as an additional language. As a result, they make remarkable progress and adapt incredibly well to their learning routine.

- Staff support children's understanding of the world. Children have a great time exploring various fruits while learning new words, such as 'grapefruit', 'pepper' and 'blueberry'. Children explore their texture and colour with eagerness and proceed to draw and paint their favourite fruits. This in turn supports children's fine motor skills, creativity and imagination.
- Staff successfully implement a listening and attention activity. Children participate with curiosity and excitement and learn new words such as 'big', 'small', 'up' and 'down'. Children concentrate intently and maintain their focus for extended periods. In addition, children have a fantastic time engaging in role play in the home corner, to build on their imaginative skills and social interactions. This helps them become resilient and confident learners.
- Partnership with parents is strong and effective. They comment on how robust communication is and how well staff support children's progress in all areas of learning. In addition, parents are included in children's learning and development to ensure continuity of care and education.
- Leadership and management is strong and inclusive. Leaders value staff, including their well-being and professional development. Leaders continuously reflect on their practices and aspire for better and greater. The ethos and vision of the setting is ambitious and focused on positive outcomes for children. Leaders and staff place a great emphasis on children and families who require additional support and make provisions to extend their learning and development. This is shared among the team, who embrace it with passion and determination.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have secure knowledge and understanding of safeguarding, including aspects such as county lines and female genital mutilation. They also have deep knowledge and understanding of how to deal with disclosures and make referrals to relevant professionals to protect children from harm. There is a robust induction process in place to ensure that all staff complete regular and relevant training, to keep their safeguarding knowledge current and up to date. Policies and procedures are robust, effective and updated regularly. These are implemented accordingly and shared with staff and parents. Risk assessments are robust and completed daily. Furthermore, effective staff deployment means that children are well supervised and cared for. This helps to assure children's safety and welfare.

## Setting details

<b>Unique reference number</b>	EY434271
<b>Local authority</b>	Essex
<b>Inspection number</b>	10279814
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Stanway Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904542
<b>Telephone number</b>	01206 576 273
<b>Date of previous inspection</b>	27 September 2017

## Information about this early years setting

Stanway Pre-school registered in 2011. The pre-school employs 12 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 3. The pre-school opens during school term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the pre-school 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 inspector and manager 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 and education, both outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager, deputy manager and a member of the committee. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023