

Inspection of Little Notley's Pre-School

The Church in Great Notley, Bridge End Lane, Great Notley, BRAINTREE, Essex
CM77 7GN

Inspection date: 11 May 2023

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

Staff take care to ensure the pre-school is welcoming and inspiring for all children attending. The garden offers children a wide variety of exciting and interesting activities and children relish their time outdoors. They arrive happy; they have established positive relationships with the caring and nurturing staff, and close bonds with their key person. Staff invest time in getting to know the children and their families. They speak with kindness and respect to the children. Children's behaviour is very good as they understand the staff's high expectations. They leave their parents with ease and show they are eager to investigate what is on offer.

Children have great fun washing bicycles in the car wash. They eagerly offer to help dig holes as they plant new flowers in the garden. Children learn about the environment as they water the plants and discuss what is needed to make them grow. They show their tadpoles to visitors to the pre-school and explain how they have changed and how to care for them. Children make choices about where they play, and can flow freely from indoors to the garden, fully supported by the staff. They have many opportunities to practise early writing skills. For example, they write with chalk on the floor, paint with water in the garden and make patterns in the sand. They show fascination as they watch staff draw letters in the sand, eager to copy them and 'have a go'.

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

- All children attending make good progress. This includes children who require additional support or who speak English as an additional language. A broad curriculum is planned both indoors and outdoors around children's individual needs and interests, and covers all areas of learning. Activities are provided with a precise focus on supporting each child's unique needs.
- Staff work closely with parents and have established professional and positive working relationships to ensure they know the children well. Parents are regularly encouraged to share their children's development and interests from home. Parents comment that their children make 'so much progress' and feel their children are confident and well prepared for school. Parents' written comments state how happy their children are to attend, and how grateful parents are for the support they are offered from the caring and friendly staff.
- Children's literacy skills are developing. Their speech and language are well supported, and staff are skilful in their interactions with the children. Staff provide running commentaries during activities. They allow children ample time to respond to questions, and broaden their vocabulary by introducing new words to the conversation. Singing activities are very popular and children thoroughly enjoy interactive group singing. They concentrate and listen with intent. A cosy, quiet and comfortable book area has recently been introduced, and children

enjoy sharing stories with their friends.

- The manager demonstrates her enthusiasm and commitment to providing children with high-quality care and education. Development plans are in place and there is a culture of evaluation. Staff are positively encouraged and supported to complete training wherever possible. Regular supervision and peer-on-peer observations mean any training needs or practice issues can be swiftly addressed and supported. All staff speak positively about their role and comment they feel valued, their ideas are welcomed and are very happy at work.
- The manager and her team acknowledge the importance of preparing children for their transition to school. There is a strong focus on children's well-being, and children demonstrate they feel secure and are confident. They show curiosity and an eagerness to learn and ask lots of questions. They develop the skills they need for successful future learning through well-planned activities. However, staff do not consistently develop relationships with other early years settings children attend, to provide continuity in their learning and development.
- Children are inquisitive and enjoy some role-play opportunities. They use dressing-up clothes and show care as they take dolls for walks in buggies. Children negotiate space well and are careful not to bump their friends. They enthusiastically make dinner using play foods. However, additional resources are not always available to fully support children's imaginary play and to captivate and challenge their interests further.

Safeguarding

The arrangements for safeguarding are effective.

Staff teach children how to stay safe and healthy. They have a clear understanding of their individual responsibilities to ensure children's welfare. They are confident in the procedures to follow should they have a concern regarding a child's well-being. Staff complete regular safeguarding training, including wider aspects of child protection such as the Prevent duty, to ensure that all staff have a good knowledge of how to protect children. A robust recruitment and induction procedure ensures that children are cared for by staff who understand their roles and responsibilities, and who are suitable to do so.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings children attend, to provide consistent support for their learning and development
- develop the role-play area and provide a range of resources to enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	EY469108
Local authority	Essex
Inspection number	10286092
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	26
Number of children on roll	49
Name of registered person	Little Notley's Pre School Limited
Registered person unique reference number	RP515829
Telephone number	07583506054
Date of previous inspection	31 October 2017

Information about this early years setting

Little Notley's Pre-School in Great Notley, Essex registered in 2013. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions on Monday, Wednesday and Friday are from 8.50am until 3.05pm, and from 8.50am until 11.50am on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that the team 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.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at appropriate times during the inspection.
- Parents provided the inspector with verbal and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at 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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