

# Inspection of Whizz Kids Pre-School (Hockley)

Hockley Community Centre Association, Westminster Drive, Hockley SS5 4XD

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Inspection date: 10 October 2023

**Overall effectiveness** **Good**

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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 are warmly greeted by staff and run in excitedly at the start of the session. They have many opportunities to play and explore, indoors and outside, in a well-organised environment. Children enjoy regular walks in the nearby woods. They challenge themselves on rope bridges, climb trees and take part in craft activities with natural materials. In the pre-school, staff encourage children to recall their real-life experiences, when they create artwork with the objects they have collected on their trips. Children learn about the world around them and how they can care for others. For instance, they hosted a guide dog and its owner, took part in a recycling project and entertained residents at a local care home.

The youngest children begin to understand how to keep their environment tidy. They proudly show the inspector they know where to put the toys away. Children eagerly sweep up chalk marks on the ground. Staff encourage them to solve problems and ask them how they think they can do this better. Children enthusiastically suggest using water and then decide which container is the best to collect it. Staff read expressively and support children's early literacy skills. Children have lots of fun shouting, 'Boo' when they see the word in a book. Staff read words out loud as they write them down. This promotes children's developing understanding that marks have meaning.

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

- The joint owners/managers form a strong leadership team. They work alongside staff in both rooms. This allows managers to support staff and identify training needs, if necessary. All staff recognise the positive impact of their training. For example, they say they are now more aware of how to promote children's communication skills.
- Key persons gather information from parents when children first start. The use their own observations to get to know the children and identify any gaps in their learning and development. Staff regularly review children's progress and provide activities that help children to do and learn more.
- Staff support younger children to gain the skills and knowledge they need in preparation for moving up to the next room. This includes helping them to be curious and enthusiastic learners. Older children have opportunities to build on these skills further. For example, they practise their self-help skills when they butter their own crackers and wash up after snack.
- Children demonstrate a 'can-do' attitude and are keen to try out their own ideas. For example, the youngest children wave a chiffon scarf and pretend it is a wiper on a bus. Older children create a structure from planks and tyres and work out how to make it firm enough for them to climb and balance.
- Staff introduce basic mathematics within the routine. For example, children join

in counting how many are at the snack table and decide how many plastic insects they still need to find on a bug hunt. However, staff do not always consider how to build further on what children already know, to ensure that mathematics is fully embedded in the curriculum.

- Staff plan a range of activities to develop children's love and understanding of nature and the changing seasons. As well as the 'woodland walks', children actively care for crops in their growing area. They show their increasing knowledge when they clearly explain the differences between real and artificial plants.
- Staff use visual aids to support all children, including those with special educational needs and/or disabilities and who speak English as an additional language, to understand the routine and feel included in all aspects of the setting. Staff meet with teachers from schools children are due to attend, to share information and help manage a smooth transition.
- Children approach the caring staff for cuddles and comfort. They are confident to verbalise how they feel and explain why they are sad. There are calm areas in the rooms, where children can be comfortable and spend quiet time if they wish.
- There are many opportunities for parents to be involved in the setting and their children's learning. For example, they attend play sessions and accompany the children on nature trips. Parents appreciate that their children have many opportunities to be outdoors and say staff are 'amazing'. They praise the good levels of communication from their child's key person and say their children are more confident since being at the pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team takes steps to ensure that safeguarding is prioritised within the setting. They hold regular safeguarding quizzes to assess staff's ongoing knowledge. The managers use team meetings and supervisions to discuss staff suitability and any child protection issues. Staff are confident to voice their concerns and know the actions to follow if they feel a child is at risk, including in the event of an allegation against themselves or a colleague. Effective recruitment processes help to make sure staff are suitable from the start. Staff recognise the importance of monitoring children's attendance and accidents to identify patterns that may cause concern.

## **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 enhance their teaching of mathematics to build on children's existing knowledge and abilities more widely during activities.

## Setting details

<b>Unique reference number</b>	EY491497
<b>Local authority</b>	Essex
<b>Inspection number</b>	10301003
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	48
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Whizz Kids Pre-School (Hockley) Limited
<b>Registered person unique reference number</b>	RP903187
<b>Telephone number</b>	07948 970027
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

Whizz Kids Pre-School (Hockley) registered in 2015. The pre-school employs eight members of childcare staff. Of these, two hold qualifications at level 5, four at level 3, one at level 2 and one is unqualified. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.30am until 3pm on Monday to Thursday and until 1.30pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

## 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 this into account in their evaluation of the provider.
- The owner/managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 managers carried out joint observations of group activities with the inspector.
- The inspector spoke to parents and also took account of their written views.
- The managers showed the inspector documentation to demonstrate the suitability of staff.

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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