

Inspection of Paddocks Pre-School

Laindon Recreation Ground, Pound Lane, Laindon, Basildon SS15 5SP

Inspection date: 9 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at this community-based pre-school. Caring and attentive staff welcome children warmly at the door. The effective key-person approach and friendly greetings from staff help children to part from their carers with ease. Children play well together. Staff act as excellent role models to children, helping them to develop kindness and consideration to others. They encourage children to tidy away their toys and offer meaningful praise when children complete tasks.

Staff use their extensive knowledge of the children to engage them in a range of carefully chosen activities and experiences. Children show developing concentration and engagement as they absorb themselves in their play. Staff engage with the children as they play, narrating and introducing new and interesting words. For example, as children make 'dinner' in the home corner, staff use words such as 'ingredients' and 'recipe'.

Children behave well. Staff use clear and consistent approaches to behaviour. For example, when children struggle to share, staff remind them of the expected behaviours and offer them choices about what to do next. For instance, they can use a sand timer or they can choose another toy. As a result, children are beginning to make positive choices for themselves.

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

- The well-organised curriculum supports all children to make good progress across the areas of learning. Staff use their knowledge of children's start points, and child development, to plan a range of learning experiences. Assessment is used effectively to identify the progress children make in their learning and development.
- Children have plenty of opportunity to engage in activities that support their interests. However, at times, teaching is not considered enough to support children's curiosity and further deepen their knowledge. For example, staff do not always use questions that help children to think critically and solve problems.
- Children are developing an awareness of healthy lifestyles. They pour themselves cups of water to hydrate throughout the session. Staff provide opportunities to teach children about healthy foods. For example, they make faces on sandwich wraps using vegetables and healthy fillings.
- Outside, children approach physical play with enthusiasm. They participate in ball games and use the slide with confidence. Younger children learn to navigate risks as they climb the steps to the slide. Attentive staff stay close by to support them when necessary. During adverse weather, children engage in physical play inside, such as dancing and exercise sessions.
- Children access a range of activities that promote fine motor skills. For example,

they roll, stretch and flatten dough, before cutting out shapes. This helps to develop muscle strength and dexterity in preparation for early writing.

- Children with special educational needs and/or disabilities are supported effectively. Well-organised support plans have clear targets that help children to make the progress of which they are capable. Partnership working with parents and other professionals, such as speech and language therapists, further supports children to achieve.
- Children are becoming increasingly independent. Staff encourage children to try things for themselves. For example, children peel bananas and help themselves to sultanas. Younger children are supported to develop these new skills through sensitive coaching from staff. Children manage their personal hygiene well. For instance, they wash their hands and wipe their noses. Staff work closely with parents to support children who are toilet training.
- The manager is passionate about her work. She has fostered warm and trusting relationships with children, staff and parents alike. There is an open culture of feedback within the pre-school. Staff receive regular feedback about their performance. They are also invited to share feedback with the manager about any areas that she could improve. The manager has ensured that all staff are clear about their safeguarding responsibilities. They have a good knowledge of child protection matters and how to raise concerns.
- Parents speak highly of the pre-school and the staff team. They express their gratitude for how confident their children are and how much progress they make. Parents commend the staff for how well they communicate with them about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 skills that help children to develop their curiosity and thinking skills.

Setting details

Unique reference number	EY469367
Local authority	Essex
Inspection number	10308436
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	26
Number of children on roll	26
Name of registered person	Serendipity Nursery Ltd
Registered person unique reference number	RP531425
Telephone number	07742 004091
Date of previous inspection	23 March 2018

Information about this early years setting

Paddocks Pre-School registered in 2013. It employs six staff, three of whom hold appropriate early years qualifications. The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Ford

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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. This included a joint observation of a craft activity.
- Parents shared their views of the pre-school with the inspector.
- The manager 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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