

Inspection of Little Chums Pre school

Parish Room, The Platt, Dormansland, Lingfield RH7 6RA

Inspection date: 23 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their families are warmly welcomed at this friendly and caring setting. Staff spend time speaking with parents at the gate to ensure that children settle well. Children are cuddled and comforted by kind staff. This helps to support children's emotional well-being. Staff promote children's positive attitudes to learning. They use children's interests to plan an ambitious curriculum. For example, children showed great interest in finding out about different dinosaurs. Staff skilfully extended this by engaging children in looking at a dinosaur encyclopaedia to find out all about them. This encourages children's literacy skills well.

Staff promote children's good behaviour. They frequently praise children for being kind to their friends. Children help take off their friends backpacks when getting undressed and immediately go to help when a friend falls over and to check they are ok. Staff have high expectations for children. They very successfully support children's understanding of the wider world. For example, children immediately get ready for their forest-school adventures, excitedly talking about what they would do. Children are enthralled in investigating what happens when they mix different ingredients together. Staff extend their vocabulary, talking about 'chemical reactions' and naming different herbs and spices. This encourages children's knowledge of new words.

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

- Staff promote children's self-esteem and confidence successfully. They celebrate children's achievements and encourage them to be independent. For example, staff spend time patiently showing children how to open their own snacks at lunchtime, sharing in their delight when they do it themselves.
- Staff plan interesting and motivating experiences for children to learn about each other. They provide maps to support their understanding of the world and where people come from. Children have learned words for hello in different languages to support their friends to settle in.
- Staff promote children's positive well-being. They provide mirrors for children to use to identify what makes them special. Staff encourage all children to be proud of themselves. Staff promote learning about similarities and differences well. This supports children's understanding of others and positive self-image.
- Children with special educational needs and/or disabilities are supported well. Staff ensure they use additional funding to meet individual needs. For example, staff provide additional sessions for families to provide continuity for children. All children make good progress from their starting points.
- Staff successfully prioritise gaps in language and communication effectively. Children enjoy joining in with rhymes and listening to stories. However, on

occasion, staff do not recognise when some children would benefit from more encouragement to join in discussions to extend their speech.

- Leaders and managers are passionate, proactive and hardworking. They continually reflect on their practice to ensure they continue to provide quality care and education for families. They promote children's understanding of how to help others by helping stock the local community fridge and talking about food waste. This supports children's empathy and understanding skills well.
- Staff support each other well in their roles. Leaders and managers use staff's skills to support good practice. Staff value the daily opportunities they get to talk about children. They appreciate the focus on their own well-being. They say that working at the setting is like a family and that they love their jobs.
- Children benefit from a well-planned curriculum. Staff prioritise children's physical development. They encourage children to walk regularly, such as going to the local shops. Staff encourage children to learn how to keep their bodies healthy. For example, children excitedly talk about their heart rates after a walk to the forest and how exercise makes them 'agile'.
- Parents say that their children have made good progress in their confidence, independence, and social skills. They value the opportunities children get to go to forest school and to care for nature. They appreciate the support they get to help their children's learning at home. They talk of the friendly staff and how safe they feel their children are at the setting.

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:

- strengthen opportunities to support staff to identify when children can be encouraged to speak, to further support their developing speech skills.

Setting details

Unique reference number	2655614
Local authority	Surrey
Inspection number	10308751
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	19
Name of registered person	Duggan, Julie Margaret
Registered person unique reference number	RP905609
Telephone number	07849308762
Date of previous inspection	Not applicable

Information about this early years setting

Little Chums Pre school registered in 2021. It operates from the parish rooms, in Dormansland, Lingfield, Surrey. It is open Monday to Friday, 9am to 3pm, term time only. The setting is linked to two other settings nearby, which work closely together. They are all run by the same owner. The setting receives funding for early education for children aged three and four years. The setting employs six staff members, of whom, five hold early years qualifications at level 2 and above.

Information about this inspection

Inspector

Victoria Salisbury

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 that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed their early years curriculum.
- Children spoke to the inspector about what they like doing at the setting.
- The inspector spoke to staff during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- 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 inspector spoke to parents during the inspection and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024