

Inspection of Little Feet of Ebbsfleet

Scout Association, 110 Church Road, Swanscombe DA10 0HJ

Inspection date: 23 May 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 show that they are happy and secure at this friendly nursery. Staff greet children positively and support them to explore the learning environments that they have created for them. Children's interests and backgrounds are taken into consideration as staff prepare inviting activities. For example, dolls and other resources are provided for children who have recently welcomed baby siblings into the family. The environment is carefully arranged to supply children with vast choices. Children smile as they make independent choices in their play.

Children have lots of opportunities to explore nature within the setting and take part in activities that they might not otherwise experience. For example, they grow their own potatoes in raised flower beds and provide seed for small birds for all to observe and enjoy. Staff guide children to be curious and positive learners. They celebrate children's achievements, and children know they are valued.

Staff communicate the rules effectively, such as using making sure that children finish chewing their food, before getting up from the snack table. They encourage children to take turns and share with their friends. Children understand the need to take care of their friends and to keep themselves and others safe.

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

- Managers and staff get to know the families well. They build relationships with children and find out about their lives before they join the setting. This helps to establish exactly what the needs of each child are and helps them to settle quickly. Key persons ensure that they meet all children's individual needs successfully and staff talk enthusiastically about their progress and achievements. Information is shared with other settings that children move on to, such as making the transition to school. This helps to provide a consistency of care and support, to children to ensure they make the best possible progress.
- Staff interact well with children during their child-led play. They model the correct use of language and join in with role play. For example, children are invited to make pretend minibeast cakes. Staff help them to roll the rolling pin and add 'squishy worms' to their creations. Children giggle as staff promote new vocabulary to extend children's communication and language skills.
- Staff provide many opportunities for children to be ready for their next stage of learning. For example, older children are competent in managing responsibility for their own belongings and skills in preparation for school. However, at times children do not have access to activities that stretch and challenge their learning. For example, they have limited opportunities within independent play activities, to develop early literacy and mathematics skills.
- Children have access to a wide range of interesting resources to help them

develop skills that are appropriate to their age and stage of development. They learn about a variety of cultures and diversity in the wider world. For example, staff provide curious objects in the home corner, that prompt discussion and exploration. In this area of the learning environment, children can use books to find out more about celebrations in other countries. However, there are less opportunities for staff to build on children's interests, by exploring facts in books.

- Staff form very close relationships with parents. They make them aware of their children's progress and ways to continue their learning at home. Staff work with parents and other agencies to provide support and agree how they can help children further, especially children with special educational needs and/disabilities (SEND) and those with identified gaps in their speech development.
- Leaders and managers reflect on the curriculum and consider how the learning environment can be best used to get the best progress for children's development. Managers support staff with individual training and guidance to help staff enhance their practice. Staff state that they feel supported by the management team, to effectively complete their roles.

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 the curriculum to extend older children's early mathematics and literacy skills
- further enhance the support for children to develop a love of books

Setting details

Unique reference number	2673678
Local authority	Kent
Inspection number	10339495
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	28
Number of children on roll	42
Name of registered person	Falconwood Preschool Limited
Registered person unique reference number	RP910987
Telephone number	07780707443
Date of previous inspection	Not applicable

Information about this early years setting

Little Feet of Ebbsfleet was registered in 2022 and is located in Ebbsfleet in Kent. The setting is open Monday to Thursday from 9am to 3pm, and on Fridays from 9am to midday, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, five of whom hold a relevant early years qualification between at level 3.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider. This was the first routine inspection the provider received since the COVID-19 pandemic began.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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