

Inspection of Little Gem's Pre-School Basildon

c/o Fairhouse Infants School, Long Riding, Basildon, Essex SS14 1QP

Inspection date: 25 September 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

The staff team creates a warm and welcoming environment where children thrive. Staff use children's interests to create engaging activities where children spend long periods of time. Through a thorough settling-in process, children and staff build strong relationships. This starts from settling-in sessions where staff spend time with children. They take time to learn about them holistically, including information about their families. Children enjoy looking at their 'All About Me' sheets with their key person.

The setting's curriculum has a clear focus on building children's communication and language. Staff talk to children throughout their day. They narrate play and introduce new words to enhance vocabulary. Children who speak English as an additional language make good progress. Staff use their knowledge of language development to build on the spoken word at a pace that supports children individually. Tools, such as flash cards and sign language, are used as learning aids as needed.

Staff use 'golden rules' to underpin behaviour expectations for all children. Staff display these for all children to see, and they are used as visual reminders. As a result of clear expectations and understanding, children's behaviour is good across the setting.

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

- Staff at the setting use their key-person system well. Children actively seek out their key person for support and reassurance where needed. Staff have excellent knowledge of their key children. They understand the next steps in their development and use interactions with them to build on their skills and knowledge. However, at times, the strength and quality of staff interactions differ. Staff do not always have the skills and knowledge to build on children's development during their independently chosen activities.
- The outside area offers children a large space to run, climb and play in, building on their physical development. Children spend a large portion of their day outside. Staff plan the area effectively, which enriches children's learning experiences. Staff support children on the climbing frame, allowing them to take risks and become confident in their own abilities.
- The leadership team and staff regularly assess children's development and consider any gaps in learning. The special educational needs coordinator works with staff to support children who need additional support. The setting actively seeks advice from other professionals and works closely with parents to support learning and strategies at home. As a result of the strategies put in place to support learning, all children make good progress in their development.

- The staff team actively encourages children to be independent. Children confidently enter the setting on their own, hang their coats and bags up and get ready for their day. Through the day, children make independent choices about their learning and lead their own play.
- The staff work closely with local feeder schools to support transitions. They welcome teachers into the setting to begin to build relationships and get to know children from an early point. For those children with special educational needs and/or disabilities, key persons meet with the teacher and parents to share information. This ensures continuity of care for the children and that successful strategies remain in place. Staff report of successful transitions to school.
- Parent partnerships are a real strength of the setting. Staff regularly share activity ideas with parents to support children's learning and development at home. Parents welcome this support and talk about how much they enjoy completing these with children at home. Parents state that the staff are friendly and approachable.
- Staff say that they feel very well supported by the leadership team. The team has worked together for a long time, and this has a positive impact on outcomes for children. The manager provides effective supervision for all staff, which has a positive impact on the culture of the setting. The setting has a clear action plan in place to aid the setting's development.

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:

- embed professional development opportunities even more to build on the consistency of staff interactions.

Setting details

Unique reference number	EY291012
Local authority	Essex
Inspection number	10355123
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	38
Number of children on roll	42
Name of registered person	Little Gems Pre School Basildon Committee
Registered person unique reference number	RP524793
Telephone number	01268 517444
Date of previous inspection	19 November 2018

Information about this early years setting

Little Gem's Pre-School Basildon registered in 2006. The pre-school employs eight members of staff. All staff hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday, from 9am until 3.30pm, during school term time. The pre-school operates a breakfast club from 8am to 8.30am and an after-school club from 3.30pm to 5pm.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- The leadership team and the inspector carried out a learning walk together of all the areas of the setting and discussed the curriculum and what it wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the leadership team, staff and committee members.

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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