

# Little Roo's Pre-School

ST MARYS CHURCH HALL, Dock Road, Grays, RM17 6EX



## Inspection date

22 June 2015

Previous inspection date

8 September 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have made significant improvements since the last inspection. Children receive individual care from effective attachments with their key person. Children benefit from consistent teaching practices to challenge their thinking and support communication skills.
- Staff place a very strong emphasis on social play and interaction with others. Children are supported to listen to others during social experiences. This results in their very positive behaviour.
- Children receive positive support in preparation for moving on to school. They learn to put on coats and use the bathroom independently to promote their physical well-being. They talk about the school that they are going to go to and have visits from reception teachers to promote their emotional well-being.
- The setting effectively promotes positive partnerships with parents. Parents are well informed about children's learning through the settings website and social media page. They receive plentiful ideas of how to support children's learning at home.
- Staff effectively track children's learning and development. They obtain information from parents when children settle to identify their stage of development. They provide challenging experiences to promote their development and close any gaps in their learning.
- Children's communication and language is promoted very well. Staff use clear expressive language to promote children's listening and speaking skills. They continuously support their speech through the Every child a talker scheme.

### It is not yet outstanding because:

- Some large group times do not always focus on the additional support that individual children may require.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- review the effectiveness of large group activities to provide challenges for the more-able children and more simplified learning for younger children so that all children are fully engaged in consistently high levels of purposeful learning.

### Inspection activities

- The inspector spent time observing children's play and interactions with staff in both the indoor and outdoor environments.
- The inspector spoke with staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector looked at the relevant documentation, such as the settings self-evaluation and evidence of the suitability of staff working with the children.

### Inspector

Claire Parnell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make good progress in all the areas of learning due to consistent teaching practices provided by all staff. Children learn through a good balance of child-initiated and adult-led play. Children make very good use of the outdoor area, particularly exploring natural materials. For example, children experiment with sand, water and shredded materials, using a variety of resources to support their understanding of space and capacity. There is strong support for children who speak English as an additional language. Staff make good use of information from parents and use resources to value and reflect their home language and support their spoken English. Children enjoy making marks. They are encouraged to explore their movements to make different marks. They learn to recognise names and use tools to trace over names, supporting an understanding that print carries meaning, promoting their writing skills in readiness for school. However, staff do not consider the effectiveness of group times to provide challenges for children's differing abilities. At times, younger children become easily distracted.

### **The contribution of the early years provision to the well-being of children is good**

Since the last inspection, the provider has established a robust key-person system that effectively promotes children's individual needs and ongoing development. Children make very good attachments with staff, developing a sense of belonging and safety. This promotes children's self-esteem and security within their relationships with adults and their peers. Staff make very effective use of snack time. Children learn to socialise with each other, cooperate and negotiate when washing up, as well as learning about healthy eating and appropriate hygiene practices. This provides children with a positive experience that promotes healthy lifestyles and independence. Children show a strong motivation to learn. They constantly ask questions and want to know more. Therefore, children are developing confidence in themselves and new situations. Staff have a clear knowledge of how to keep children safe through effective training relating to the procedures to follow if they have a concern about a child in their care.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team are dedicated to improving their service by attending ongoing training and gaining information from managers' forums. The self-evaluation is ongoing and strongly identifies the effectiveness of staff practices and what needs to be improved further. The staff's commitment to ongoing training and further qualifications has a positive impact on children's learning. Good practices are shared with other staff, creating a cohesive staff team. Staff consult with parents and children before making changes to the session, to ensure their views are considered. Children have a good understanding of how to keep themselves safe. For example, staff remind children to be careful with chairs when carrying them. Staff have good links with other professionals to provide a consistent approach to children's learning and care. For example, staff liaise with health visitors to promote early intervention.

## Setting details

<b>Unique reference number</b>	EY475010
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	990527
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Zoe Pamela Farren
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	07825 500760

Little Roo's Pre-School was registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications, three at level 3 and two at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am until 12.30pm. This is extended until 1.00pm during the summer term for lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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