

Inspection of Great Wakering Pre-School

Community Centre, High Street, Great Wakering, SOUTHEND-ON-SEA SS3 0EJ

Inspection date: 11 July 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 form close relationships with the friendly staff team who offer support when needed. Children are happy and play cooperatively with their peers. Staff plan and provide an ambitious curriculum for all children, including those who have special educational needs and/or disabilities (SEND). Children gain a wealth of skills that prepare them well for their move on to school. They move around the pre-school confidently making independent choices, such as when to have snack or whether to play inside or outdoors. Staff skilfully extend children's learning, engaging them in discussion. For example, they discuss the numbers and symbols they create as they draw on the paving stones outside with chalk.

Staff successfully foster children's curiosity, providing interesting learning experiences that motivate them to join in and investigate. Children enjoy being outside in the garden. They develop their confidence and friendships as they take imaginary boat rides together. Children enjoy the different sensory experiences offered, such as squashing their toes down into the cold soft sand. Children are learning to talk about their emotions, and supportive staff help them to manage their behaviour. They develop their strength as they climb and balance on the equipment. Staff teach children to follow good hygiene routines, such as handwashing, and explain why these are important. Children learn about the things that contribute to a healthy lifestyle, such as exercise, eating a balanced diet and looking after their teeth.

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

- The managers and staff team know the children well. They have a clear understanding of the skills they want children to learn. They provide a broad and ambitious curriculum that they centre around the children's interests and learning needs. This allows staff to focus on providing effective support for children's learning where they need it the most. Staff support children well, including those children with SEND. Staff are reflective and proactive to help children achieve.
- Children have a positive attitude to learning. They gravitate towards staff and show great excitement when staff get involved in their play. For example, outside, children use magnifying glasses and binoculars to search for bugs and different items during a scavenger hunt. Together, they create obstacle courses. Children develop their large motor skills and core strength as they practise balancing on and travelling over small blocks, crates and tyres.
- Overall, staff provide a rich learning environment where children are constantly exposed to language and words. For example, children learn new words, such as 'oozy' and 'swirling' from familiar stories, such as 'We're going on a bear hunt'. Staff encourage children to talk and express themselves. However, at times, they

do not give children time to think and respond when asking questions.

- Staff are good role models for children. They prioritise opportunities to teach children about their feelings and emotions. For example, as children spend time in the newly created calm area, they have the opportunity to think and reflect on what is happening around them. They listen to stories, which helps them make connections with how they are feeling.
- Staff encourage children to be independent in their self-care, ready for the move to school. They hang their coats up and place their belongings into their individual container when they arrive at pre-school. Staff encourage children to wash their hands and use the toilet independently. This helps children develop healthy routines for the future.
- Partnership with parents are good. They receive regular updates on how their children are progressing. Home visits and information gathered when children start support partnership working effectively. Trusting relationships are formed and built in the best interests of the children. Settling in and transitions are well supported, helping children feel safe and secure. Parents praise the staff on the care their children receive and then nurturing attitude. They are reassured their children are well cared for at preschool. Parents believe their children receive a good foundation as they move on to the next stages of education.
- The managers value their team. Staff are motivated to continue their professional development. Regular supervision, training and coaching help them to strengthen their own knowledge and understanding of how children learn.

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 recognise when to give children more time to process their thoughts and ideas when responding to questions.

Setting details

Unique reference number	EY501657
Local authority	Essex
Inspection number	10344388
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	40
Number of children on roll	70
Name of registered person	Great Waking Pre-School LLP
Registered person unique reference number	RP535503
Telephone number	01702216158
Date of previous inspection	20 September 2018

Information about this early years setting

Great Waking Pre-School registered in 2016. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualification at level 2 or above. One manager holds early years professional status. The pre-school operates term time only. Sessions run from 8.30am to 3.30pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Mason

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 the inspector completed a learning walk of the pre-school, inside and outdoors.
- The inspector carried out a joint observation of an activity with the manager, and together they evaluated this together.
- Children spoke to the inspector about what they enjoy doing in the pre-school.
- The inspector's reviewed relevant documentation, including the suitability checks of all adults working in the pre-school.
- Staff spoke with the inspector at appropriate times during the inspection.
- The inspector took account of parents written testimonials.

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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