

# Inspection of Little Quackers Nursery & Pre School

St James Centre Trust, Chapman Way, East Malling, Kent ME19 6SD

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Inspection date: 27 February 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders strive to provide a safe space for all children to settle and feel comfortable in. Strong key-person relationships enable children to freely explore the resources and engage in the learning experiences that staff provide. Leaders place importance on supporting families, offering extra support, such as information sessions and a flexible approach to working together. They go above and beyond to support parents' well-being to provide the best outcomes for children.

Staff know children well and weave their interests into the different areas of learning. They carefully plan activities to help all children access the same learning experiences in a way they will enjoy. For example, staff add sponges and toy cars to the water play. They help children think about hygiene and further their understanding of their current topic on transport. Children thoroughly enjoy the activities provided and often smile, giggle and exclaim in joy as they engage for long periods.

All children make good progress from their starting points. Staff use detailed assessment and planning to identify and address any gaps in knowledge. They focus well on supporting children to build the necessary skills for moving on to school. Staff are enthusiastic and engaging and support children to become resilient, independent and confident.

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

- Leaders provide exceptional support for families from disadvantaged backgrounds. For example, they use funding to provide extra sessions, meals and access to support available from the local community centre. Furthermore, staff provide children with activities provided by specialists, such as music and Spanish lessons, and they offer home-learning resources.
- Staff have a good understanding of what children need to learn and how to support this. They plan activities across the nursery that build on children's current skills and knowledge. Babies enjoy beginning to explore different textures and tastes while staff talk to them softly and positively encourage them to babble. Older children are supported to follow instructions and engage in group times. For example, staff help them to learn about different instruments and how to play them quietly and loudly.
- Overall, staff support children's communication and language development well. They provide a range of activities, such as singing, listening to stories and learning simple sign language. Leaders arrange additional sessions that focus on listening and attention. Staff introduce early phonics to teach older children about letters and sounds. However, staff do not always model the correct pronunciation of letter sounds. This does not support children's later ability to

use sounds confidently for reading and writing.

- Staff are good at extending children's learning during both adult-led group times and in their own chosen play. They praise children highly to keep their attention and encourage them to persevere. However, occasionally, staff are too focused on certain children to recognise and welcome others into their play. At these times, some children do not consistently benefit from the high-quality interactions on offer.
- Staff are consistent in supporting children to remember the rules and expected behaviours. They calmly remind children about taking turns and about how to treat each other kindly. Any undesirable behaviour is spotted quickly and supported effectively. Staff offer quiet spaces for children to take time out to reflect and think about their feelings in a safe way.
- Staff provide many opportunities for children to explore the spacious outdoor area and learn about making healthy choices. They support children to enhance their physical skills, such as playing with balls, ride-on-toys and climbing equipment. Staff support children to understand oral hygiene through role play and group activities. They have introduced teeth brushing once a day to promote children's good oral health.
- Staff attend to children's needs sensitively and in a timely manner. For example, they sing to babies as they change their nappies to support them to feel safe. Staff communicate well with parents to ensure they know children's home routines and mirror them to provide consistency in their care. Staff discuss any suggested changes to routines with parents first. Parents say they value this good communication and like the ideas and suggestions to support their children to make progress at home.
- Leaders support staff's well-being, and staff say they value being part of a close, supportive team. Staff work very closely with parents and external agencies. This joined-up working improves outcomes for all children and provides consistency in their care and education.

## 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 use the correct pronunciation of letter sounds to develop children's literacy skills further
- build on staff's skills in consistently supporting all children to engage with the high-quality learning experiences offered.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY545707                                                                          |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10376597                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 60                                                                                |
| <b>Number of children on roll</b>                  | 104                                                                               |
| <b>Name of registered person</b>                   | Little Quackers Limited                                                           |
| <b>Registered person unique reference number</b>   | RP545706                                                                          |
| <b>Telephone number</b>                            | 07557646499                                                                       |
| <b>Date of previous inspection</b>                 | 29 May 2019                                                                       |

## Information about this early years setting

Little Quackers Nursery & Pre School registered in 2017. It is located in East Malling, near Maidstone, Kent. There are currently 17 staff, 11 of whom have appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7am to 6.30pm, throughout the year. The provider receives funding to provide early education for children aged nine months to four years.

## Information about this inspection

### Inspector

Nina Harvey

### Inspection activities

- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The manager and the inspector carried out a joint observation and spoke with staff.
- Parents shared their views on the nursery with the inspector.

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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