

Little Me Pre-School

Bray Cricket And Hockey Club, High Street, Bray, Maidenhead SL6 2AA



Inspection date	8 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The manager is an inspirational leader and practitioner. For example, she takes the whole staff team to exhibitions, seminars and demonstrations that inspire, refresh and raise their practice to even higher levels. Children benefit hugely from the high-quality teaching they consistently experience.
- Staff are quick to work with parents to establish what children know, enjoy and need. They continue to make astute observations and accurate assessments of children's progress. Staff successfully use their in-depth knowledge of each child to identify how the whole team can help children succeed in all areas of their learning.
- Staff are swift to identify and provide further support when children need more help in specific areas. They work sensitively with parents and their advisers to ensure that children who have special educational needs and/or disabilities continue to have their needs met when they move to school.
- Staff nurture children's appreciation of similarities and differences in their cultural and national heritage. For example, children listen to and join in with jazz, classical and nursery rhyme music. They visit churches and mosques, and wish each other peace.
- Children of all ages are happy in their play. They are curious to explore, create and investigate. They persist when problem solving and master new skills. Children are kind and generous to each other. They offer help when they see a friend is in need.

What the setting needs to do to improve further

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

- continue to enrich the excellent arrangements to work with parents to help young children to settle.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors, and accompanied them on an outing.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and discussed how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together, they discussed how staff's training has contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is an experienced and highly qualified practitioner, with a clear vision for the pre-school and the skills to achieve it. Leading an exceptional team of staff, she has quickly established a very exciting, innovative and successful pre-school. For instance, children strengthen their minds and muscles as they explore the woodlands, ride fast along the cricket green and calm down with yoga. The manager and her deputy are an extremely effective team. For example, meticulous reviews and research underpin clear policies and diligently followed procedures, to assess and minimise risks and to actively keep children safe. Safeguarding is effective. The manager checks that all her staff know how to recognise and respond swiftly and appropriately to any child protection concern. She monitors their impact on raising outcomes for all children.

Quality of teaching, learning and assessment is outstanding

Half of the staff either already hold, or are working towards, degrees in early years education. Others share their expertise from working in schools, on children's wards and in outdoor pursuits. Teaching is excellent. Staff are quick to follow children's interests and develop their ideas. For example, out in the woods, children have gathered natural materials to make an imaginary pirate ship. The blue tarpaulin is not enough for them, as they want to float on water. Together, the children gradually add streams of water, marvel as they examine ripples and make predictions based on assessments of pressure, flow and gradient. Their learning is rich, plentiful and creative.

Personal development, behaviour and welfare are outstanding

Staff are extremely kind and attentive. They help new children to settle rapidly at the pre-school. However, strategies to help young children become less dependent on their comforters and more successful in their interactions are not used consistently by staff and parents. Staff skilfully raise children's self-confidence and independence in many other areas. For instance, children safely cut fruit for their snack and share it fairly between plates. They carefully carry one china cup at a time as they set the tables. Staff respond to the views of children and their parents, such as extending opportunities for sand play and offering Spanish lessons.

Outcomes for children are outstanding

Every child makes rapid progress and is extremely well prepared for the next stage of their learning. Children who are already ready for school rise to broader challenges, such as taking greater responsibility for their environment. For example, they learn to read the names of toys and mark tally sheets to confirm that toys have been put away safely. High achievers enjoying using different tools to practise reading, writing and mathematics. For example, they learn to work with friends to sound out and write letters. They master new technical skills on a large well-supervised computer screen.

Setting details

Unique reference number	EY536679
Local authority	Windsor and Maidenhead
Inspection number	10079235
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	48
Name of registered person	Little Me Bray Limited
Registered person unique reference number	RP536678
Date of previous inspection	Not applicable
Telephone number	07977129819

Little Me Pre-School registered in 2016. It is open each weekday from 8.30am to 4pm during term time. The pre-school receives funding to provide free early education for children aged two, three and four years. There are nine staff, all of whom hold childcare qualifications at level 3 or above. Two members of staff hold degrees in early years education.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

