

Inspection of Little Jimmy's Pre-School - Cann Hall

Cann Hall Primary School, Constable Avenue, Clacton-on-Sea, Essex CO16 8DA

Inspection date: 11 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children's fun and exciting learning adventures start even before entering this impressive pre-school. While skipping joyfully along the path to enter, children practise counting in sequence on the colourful hopscotch. Parents and children are warmly welcomed by the extremely caring and enthusiastic staff. The management team and staff know children so well. Because of this, they provide the right level of help that each child needs to successfully hang up their belongings and self-register on arrival. This gradually supports their increasing independence, and they feel safe and comfortable from the start.

Children attending the pre-school benefit considerably from special experiences, such as visits to the local fire station and the annual beach trip being a firm favourite. These events give children experiences that they may not normally encounter in their daily lives and promotes their social and cultural development very well. Children develop a love of books, often reading independently or singing nursery rhymes with others for enjoyment. Children learn positive behaviours and play cooperatively. This is because adults work hard at making sure that children understand how to share well and treat each other fairly. Children demonstrate this when using sand timers to initiate turn-taking and ensure everyone's safety when using the trampoline.

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

- The bright and inviting indoor and outdoor environments are exceedingly well resourced. Staff consider children's interests and continually evaluate children's progress with robust assessment processes and parents' valuable input. They use this information to plan a rich range of activities and experiences and ensure gaps in attainment are narrowing. Consequently, all children make good progress in their learning and development.
- Children develop caring and trusting bonds with the staff. They provide meaningful praise for children's good behaviours. This promotes their understanding of the behaviours expected of them. Additionally, they support children to process their emotions through various interventions such as the 'buddy bench'. Children can begin to regulate their emotions here, reflecting and talking about how they are feeling.
- Overall, teaching is of very good quality. The curriculum ethos is ambitious and flexible to meet individual children's needs. The dedicated and efficient management team consider staff's input to ensure staff fully understand and implement it successfully throughout the pre-school. Staff report excellent well-being. They praise the ongoing training they receive that complements the care and teaching they provide to children.
- Staff build on what children know and can do to support their ongoing progress.

For example, younger children who are learning good hygiene routines, such as daily tooth brushing, are encouraged to look in the mirror as they brush. Staff also model fun brushing techniques that makes the process enjoyable. As a result, children are becoming increasingly competent in their self-care.

- Staff frequently repeat words and provide running commentary during children's play, to extend their communication and language development. Staff introduce visual prompts to assist their deeper understanding of spoken words. Occasionally, some staff do not give children sufficient time to think about or respond to questions. This means children do not have the opportunity to develop their own ideas or extend their language skills.
- Mealtimes are sociable events. Staff model healthy eating habits extremely well. Children are developing their independence such as self-serving their healthy snacks and pouring drinks themselves. This is good preparation for when they move on to school.
- Children with special educational needs and/or disabilities are well supported in the nursery, leading them to flourish and achieve their best outcomes. They thrive because the pre-school works exceptionally closely with families and external agencies to keep a close check on each child's specific needs and progress.
- Parents are full of praise for the pre-school and feel that it is a very special place for their children. Parents appreciate the unique and robust way information is shared with them about their child's daily and ongoing progress. They applaud the range of events they are invited to attend, which are hugely beneficial in helping them to support their children's learning at home.

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 reflect on their already good teaching to help raise children's speech and language development to an even higher level.

Setting details

Unique reference number	2710186
Local authority	Essex
Inspection number	10372363
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	63
Number of children on roll	75
Name of registered person	Little Jimmy's Preschool Ltd
Registered person unique reference number	RP905813
Telephone number	01255318247
Date of previous inspection	Not applicable

Information about this early years setting

Little Jimmy's Pre-school registered in 2022. There are 12 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 8.15am until 3.30pm. A holiday club runs for three weeks in the summer. The pre-school provides government funded early education for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The management team and the inspector completed a tour of the pre-school, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, they showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and also took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the committee and staff working in the pre-school and a selection of other records.

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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