

Inspection of Little Chestnuts Preschool Limited

The Vinery, High House Production Park, Purfleet-on-Thames, Essex RM19 1RJ

Inspection date: 6 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at the setting excited and ready to learn. They have developed extremely strong bonds with the warm and dedicated staff team. The highly ambitious curriculum promotes the holistic development of every child. Children make rapid progress from their starting points. They are encouraged to lead their learning, explore their interests and develop independence. For example, children ask to look at a caterpillar through the 'visualiser'. This allows children to look at different objects in great detail and talk about what they see. As a result, children confidently talk about how the caterpillar grows, makes a cocoon and then eventually hatches into a beautiful butterfly.

Staff carefully provide a broad, balanced and ambitious range of experiences and activities that inspire curiosity and foster a love of learning. For example, children excitedly collect bugs and observe snails during their nature walks, make potions, build, construct using different materials and dig in sand or soil looking for treasure. They plant and tend to the fruit and vegetables in the pre-school allotment. Children harvest these foods, clean and prepare them before enjoying them as a healthy snack.

Children's behaviour is exemplary. There is a strong culture in the pre-school that encourages children to care for each other and their environment. Staff explain and model excellent behaviour using words and visual prompts. They provide a nurturing atmosphere where children feel safe, secure and valued. Children's emotional well-being is prioritised through consistent, positive interactions. For example, staff warn children that they have 'five minutes left to play before tidy-up time'.

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

- Leadership in the pre-school is inspirational. The highly qualified and experienced managers ensure that their strong vision and clear ethos are threaded throughout the play-based curriculum. Staff benefit from the excellent training and support they receive through regular supervision and meetings. Managers are very aware of ensuring the well-being of staff is recognised and considered. They value the views of staff, children and parents.
- The curriculum provided by the managers and staff is inspiring. Children's development is meticulously monitored and the shared vision for learning is implemented seamlessly. The high-quality teaching across the pre-school ensures that all children make excellent progress.
- Staff provide extensive opportunities to support children's physical development indoors and outside, regardless of the weather. The pre-school is set in a local heritage site. Staff take children on regular walks to explore the area. Children

assess risk as they carefully travel along different structures. They are developing the skills to ride bikes and remember to wear helmets. Staff recognise the importance of developing children's fine motor skills. They provide opportunities to use different tools such as knives for spreading butter and peelers for peeling veg.

- Staff provide a wide range of storytelling resources, including pictures, props and prompts, that support children in expressing their ideas clearly and creatively. For example, 'Helicopter Stories' are used effectively to develop children's vocabulary, sequencing and narrative skills. As a result, children's confidence is significantly enhanced as they become actors in their own stories. In addition, children are confident speakers and are developing an impressive vocabulary
- Excellent support is provided to support children who speak English as an additional language. Opportunities for children to share their home languages and cultural experiences are actively encouraged, fostering a sense of belonging and respect within the pre-school. In addition, children learn sign language to help facilitate communication for all. Therefore, children who speak English as an additional language make rapid progress and demonstrate increased confidence in speaking, listening and understanding.
- Staff skilfully weave mathematics through activities and experiences. For example, children learn to match picture cards and talk about and identify the patterns around them. They compare the quantities of rice in different containers, looking at which container has more or fewer than the other. This helps children to develop a positive attitude to mathematics and problem-solving.
- Promoting independence is integrated exceptionally well into the pre-school routines. Consequently, children are very well prepared for the next stage of learning. For example, they enjoy serving themselves at the snack bar, washing and tidying up afterwards. Additionally, staff support children to think about if they need to put their wet suit on when playing outside in the rain.
- Staff have excellent relationships with parents and use a range of highly effective techniques to ensure they can successfully communicate with everyone. For example, they invite families in for special events and parent consultations. Information is regularly shared to ensure parents have a fully up-to-date understanding of their child's progress. Staff work closely with other agencies to ensure children and families get any additional help and support they need.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2786809
Local authority	Thurrock
Inspection number	10397934
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	33
Number of children on roll	45
Name of registered person	Little Chestnuts Preschool Limited
Registered person unique reference number	RP561440
Telephone number	07910884868
Date of previous inspection	Not applicable

Information about this early years setting

Little Chestnuts Preschool registered in 2024. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The manager holds qualified teacher status. The pre-school opens from Monday to Friday, term only. Sessions are from 8.30am to 11.30am, 11.45am to 2.45pm and from 8.45am to 2.45pm. The pre-school provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff spoke with the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector completed a joint observation, and together, they evaluated this.
- Children spoke to the inspector about what they were doing in the setting.
- Parents shared their views of the setting with the inspector in writing.
- The inspector looked at relevant documentation, including the suitability checks of all adults working in the setting.

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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