

Inspection of Little Doves Christian Pre School

Navestock Village Hall, Navestockside, Brentwood, Essex CM14 5SD

Inspection date: 26 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy at this pre-school. Leaders deliver a highly differentiated curriculum which ensures that the needs of both younger and older children are meticulously met. Practitioners expertly plan and deliver a range of learning opportunities. These are responsive, ambitious and rooted in children's interests and experiences, while promoting a deep love for learning. Topics, such as 'farm to fork', are thoughtfully chosen to reflect the rural community. Children enjoy exploring a range of fruits and vegetables and use knives to cut into them to explore textures. Practitioners introduce descriptive words, such as 'smooth' and 'soft', to support children's language development. They extend children's knowledge further using books to teach children how vegetables are grown and harvested.

Practitioner's interactions are of high quality. They are enthusiastic, use questioning effectively, and are highly attuned to the children's responses. Children's behaviour throughout the pre-school is exemplary. Transitions and routines are calm and well managed. Children instantly respond to cues when they hear the tambourine and show teamwork as they help to tidy up. Practitioners act as positive role models and provide children with a clear understanding of expectations. Children's achievements are widely celebrated with regular certificates awarded to help build children's confidence and self-esteem.

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

- Leaders go above and beyond to support a highly skilled team to deliver outstanding quality care and education. Training is sharply focused, and practitioners value the support leaders provide to them. The team is reflective and continuously reviews the provision to identify further ways of improving it, to ensure that children have the very best outcomes.
- The key-person system is highly effective. Practitioners are carefully matched to children based on natural attachments, resulting in remarkably strong relationships that underpin children's confidence and emotional well-being. Practitioners demonstrate an outstanding knowledge of their key children. They skilfully use assessment to plan experiences that spark curiosity and foster growth. Every child receives personalised care which helps them to make excellent progress in their development.
- Practitioners create an environment that is warm, calm, and highly conducive to learning. Children become immersed in rich, hands-on learning experiences as they release butterflies they have nurtured from caterpillars. They gather eagerly as practitioners revisit the life cycle of a butterfly, reinforcing prior learning. Mathematical development is woven seamlessly into the activity as children count the butterflies as they are released into the sky. Practitioners make

effective use of non-fiction texts to compare butterfly species and introduce new vocabulary, such as 'painted lady', which supports children's communication.

- Partnerships with parents are a significant strength. Parents feel fully included in their child's development and hold the pre-school in high regard. Communication is highly effective with systems in place, such as contact books and secure parent chat groups. These provide regular updates and allow parents to share children's achievements both at home and in the pre-school.
- Transitions are meticulously planned to ensure children feel confident and prepared for the next stage of their education. Transition passports are prepared, containing detailed information about children's strengths, needs, and preferences. Practitioners liaise closely with schools and teachers are invited in, allowing children to build relationships ahead of time. Children are supported to develop skills they will need at school, from managing their belongings to changing clothes independently.
- The outdoor provision is rich and stimulating. Children enthusiastically engage in a wide variety of experiences that promote curiosity and physical development. In the mud kitchen, they mix petals, mud, and sand, describing the textures and creating imaginative recipes. Large physical play is promoted through obstacle courses, bikes, and balancing activities, building children's core strength and coordination.
- Provision for children with special educational needs and /or disabilities (SEND) is excellent. Practitioners work in close partnership with a range of external professionals and create support plans that are sharply focused to meet the individual learning requirements of each child. Practitioners are highly attuned to the children's needs, adapting and refining their teaching to ensure that children with SEND are included and can fully participate in pre-school life, giving them the very best start.

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	EY545825
Local authority	Essex
Inspection number	10398459
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	45
Number of children on roll	57
Name of registered person	Little Doves Christian Pre School Ltd
Registered person unique reference number	RP545824
Telephone number	01277 364927
Date of previous inspection	23 October 2019

Information about this early years setting

Little Doves Christian Pre School registered in 2017. The pre-school employs 21 members of childcare staff. Of these, six staff hold an appropriate early years qualification at level 3 and four staff hold a qualification at level 2. The pre-school opens from Tuesday to Friday during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for eligible children.

Information about this inspection

Inspector
Emily Woodhead

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the pre-school 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 children's learning.
- The inspector carried out a joint observation of an activity in the garden with the manager.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of written views.
- The inspector looked at relevant documentation, such as evidence of the suitability of the practitioners 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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