

Belmont Pre-School

Scout Hut, Belmont Close, Maidstone, Kent, ME16 9DY

Inspection date	19/06/2013
Previous inspection date	16/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff deploy themselves very well around the setting, making sure they are able to support and guide children in their play.
- The thorough knowledge and understanding that staff have of all the children, means that they are able to meet their individual needs well.
- Staff provide children with good quality child-led play opportunities, both indoors and outside.
- Staff have built strong partnerships with other carers and professional agencies that enhance children's learning.

It is not yet outstanding because

- Not all activities are critically evaluated and sufficiently reflected upon to ensure all children continue to be challenged in their play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector showed the person in charge her identification documents.
- The inspector met with the provider to discuss and review records, policies and procedures.
- The inspector carried out a joint observation with the provider.
- The inspector gave feedback to the provider and the Deputy Manager of the setting.

Inspector

Mary Vandepeer

Full Report

Information about the setting

Belmont Pre-School registered in 1977 and is registered on the Early Years Register. It operates from two rooms in a scout hut in Barming, near Maidstone, Kent. The pre-school is easily accessible and all children share equal access to a supervised outdoor play area. The pre-school is open each weekday, Monday to Friday from 9.10am to 12.10pm with additional sessions available on a Tuesday, Wednesday and Thursday afternoon from 1pm to 3.30pm, during term time only. There are currently 71 children aged from two years to under five years on roll, all of who are in the early years age range. The pre-school is in receipt of funding for the provision of free early education. The pre-school supports children with special educational needs and/or disabilities difficulties and also those speaking English as an additional language.

The provider employs 11 staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. The provider is a member of the Pre-School Learning Alliance and receives support from local authority early years professionals.

What the setting needs to do to improve further

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

- consider evaluating activities more critically, to ensure their impact on children is always challenging and age appropriate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at the pre-school base much of their planning of activities on the interests of individual children to make sure children become engaged in their learning. The key persons help to make sure children experience an interesting range of activities, adapted to suit their individual stages of development. Planning is also based upon frequent observations of children's play and identified next steps. These observations are assessed, to ensure each child makes good progress across all areas of their learning and development. Staff record children's achievements regularly, using photographs in their learning journals that are readily available to both children and parents. Staff devise individual play plans for children with special educational needs and/or disabilities to ensure they receive effective support. Staff display a sensitivity in their guidance and interaction with children. They make all children's learning fun and use books and resources that reflect their development needs as well as their interests, for example, toy trucks, small world figures and role-play. Children are interested and keen to learn from

the varied range of play experiences on offer and staff support them well. For example, outdoor play provides a good range of balancing equipment to give children confidence in their physical abilities.

Children's interest and involvement in all play is supported well through the skilful input of staff who observe, discuss and question what the children are doing. For example, staff use an interactive game to promote their knowledge of shapes, numbers and an understanding of the importance of taking turns. Staff help children to develop good skills in expressive arts and design. For example, some children have expanded their play to include favourite superheroes, for example, designing and building fantasy type cars for them. Children are encouraged to talk about their own homes, toys, family members, which gives them a sense of where they belong, helping them to feel secure and safe. Staff, who are led by children's ideas, encourage children to problem solve by giving them further scenarios, such as a train journey, making sure they have what they need, such as a picnic.

Staff enable children to make independent choices about how they spend their time in the pre-school. They are able to choose when they have their snack and can always get a drink of water when they want to. Children develop an good understanding of the natural world as staff teach them about the lives of animals and insects, as they observe snails moving about the pre-school's acquired 'snail house'. Children and staff are already planning for a butterfly house next. To make it more inviting and cosy, staff have used drapes to transform the book area. Children enjoy listening to stories read by staff. Staff encourage children to talk about what they are doing and also to negotiate game plans with each other, such as when they play ball games outside. This enables them to learn how to communicate effectively with each other and gives them further confidence in their speaking capabilities. Older children show their understanding of letters and words by attempting to write their names, or pick them out on labels. Younger children practise their emerging writing skills as they are given chubby crayons and a large paint brush and water, to 'paint' the wall. Children develop good physical skills as they can play outside during each session. There are footballs and goals, where children enjoy practising kicking the ball to one another. They show delight as they score goals. All children clearly enjoy and benefit from their time at the pre-school.

The contribution of the early years provision to the well-being of children

All staff display an understanding and sensitivity towards making sure children feel secure and valued. There are good systems in place to provide free play sessions that are very well managed by staff. Staff supervise children well and offer them support in their play to enable them to learn successfully. The key person system is used effectively to increase children's feelings of safety and build upon the trust for the adults who care for them. Children with special educational needs and/or disabilities are supported well by staff, who act on advice from parents and other specialists. They adapt activities to meet children's varying needs. Staff work closely with parents and other carers, to share information and support children's emotional development effectively. Children, including those whose home language is not English, enjoy being at the pre-school. They show confidence in

staff who respond promptly to their individual needs. This is apparent at all times, but is especially displayed when, for example, children collide during a football game. Staff efficiently and rapidly provide cold packs and soothing words, the children are soon back outside playing together again. Children serve themselves at snack time from dishes on the table of five or six, staff are on hand to assist them. Children are taught about healthy eating as they enjoy their healthy snack food with water or milk to drink. Staff make sure children are cared for in a clean and healthy environment that is safe for them. For example, the water in the bathrooms is temperature controlled to make sure children do not scald themselves.

Children are learning how to get used to keeping safe in an emergency, for example, as they practice evacuating the building. Staff teach children how to wash their hands before eating, so they become increasingly independent as they get older. All children enjoy the free flow access to the outdoor play area. They enjoy and benefit from a variety of interesting and adaptable play equipment outside. For instance, children use upturned bowls to develop stretching and balancing skills. There are household items, such as drain pipes where cars and water can be run down, showing how different angles create different speeds. Children behave very well, developing their skills by playing together in small groups, with appropriate support and supervision from staff that allows them freedom. Children are well prepared for new challenges they might experience; for instance, attending reception class. There is a lending library within the pre-school. This is proving popular with children and parents, who can help themselves to books to take home and share. This help to prepare children for their eventual move on to school.

The effectiveness of the leadership and management of the early years provision

There are good arrangements in place to implement the Early Years Foundation Stage Framework welfare and learning and development requirements. Staff clearly understand safeguarding procedures. They know what process is in place should they have any concerns about children in their care. The owner and deputy manager ensure all new staff are checked and suitable to work with children. Overall, the recruitment processes, supervision and evaluation helps the staff provide good facilities, support and experiences for children and their families. Self-evaluation is continuous, although it is sometimes inconsistent in how it is implemented and monitored. For example, reflective practice to evaluate the full impact of activities on children's learning, is not always used efficiently. There are regular staff meetings that identify and address any queries raised by staff and feedback from parents. Frequent observation and monitoring of staff means the owner is able to address any issues that are apparent.

The owner listens to the views of parents, children and staff and uses these to improve the provision. There are termly newsletters and parent notice boards showing some of the activities their children experience each day. The owner and staff clearly welcome suggestions to improve what they offer and encourage parents and children to contribute their ideas. All of the staff team participate in a varied programme of professional development to meet the varied needs of children attending. Parents are very happy with

the provision and describe staff as very approachable and supportive. They say their children thoroughly enjoy themselves at the pre-school. Parents are familiar and knowledgeable about their children's achievements because they can see their children's learning journal regularly. Parents can also attend stay and play sessions to learn about activities and how their child plays and responds to what is on offer. They state that they appreciate the informative conversations they have with key persons on a daily basis. It is apparent from the comments parents make, that the children benefit from a range of enjoyable experiences which promote their good progress and development. Consent is obtained to consult with specialist agencies or professionals if there are queries about children's individual needs. The staff value their relationship with local agencies and professionals, such as speech and language therapists. They use the information they offer well to promote children's development and well-being. Teachers are invited from all the feeder schools to attend the setting, to meet children who are about to leave. This results in children being able to move on confidently to the next stage in their lives.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	127012
Local authority	Kent
Inspection number	846293
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	32
Number of children on roll	71
Name of provider	Patricia Ann Burrill
Date of previous inspection	16/07/2009
Telephone number	01622 720832

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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