

Highfield Road Pre-School

Highfield Baptist Church, Spring Vale North, Dartford, Kent, DA1 2JY



Inspection date

25 February 2015

Previous inspection date

13 November 2009

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff use effective questioning to check children's understanding and to teach them new skills.
- Children make good progress because staff have a secure understanding of child development. Staff effectively link observations and assessments to planning for children's next steps in learning.
- Staff are friendly and interact warmly with children and this positively supports their emotional well-being.
- Staff provide a broad range of resources and tools to foster children's creativity.
- Self-evaluation is good because the management team effectively reflects on the pre-school strengths and areas for improvement. Consequently, the quality of the provision positively impacts children's outcomes.

It is not yet outstanding because:

- At times, group sizes are too large during adult-led activities and some children lose attention and focus.

What the setting needs to do to improve further

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

- enhance children's focus during adult-led group activities by making sure that group sizes facilitate children's learning.

Inspection activities

- The inspector toured the pre-school premises.
- The inspector observed staff interacting with children.
- The inspector spoke to parents and childminders to gain their views on the provision.
- The inspector spoke to staff to assess their knowledge of children's care and education.
- The inspector reviewed documentation including policies, staff qualifications, children's folders and risk assessments.

Inspector

Sama Saheed

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are independent learners as staff encourage child-initiated play. Staff provide a wide range of resources to maintain children's interests. For example, children enjoy using tongs to transport dry pasta between measuring bowls. This helps develop their hand to eye coordination and mathematical skills. Children play safely on bikes and scooters, indoors and outside, developing their large physical movements. Staff effectively observe, plan and assess children's learning, based on developmental guidelines. Parents regularly contribute to their children's learning. They provide detailed starting point information and have a say in the progress reports. Staff encourage children to be confident and ready for school. They give children the opportunity to dress and undress into gym wear during the 'get set for school' sessions. Children enjoy adult-led group activities, for example, as they make space ships or listen to stories. However, at times, the groups are quite large. As a result, some children become distracted and lose focus during the learning activities.

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

Children have effective bonds with their key staff member. It is easy for parents to recognise key groups as staff and children in each group wear matching coloured uniforms. Staff use reward systems and games to get children's attention and promote their good behaviour. They encourage children to be confident and share their experiences. For example, they play a game called 'what is in the box' and children talk about the items they find in the box. This enables children to develop positive interactions and to respect each other. Staff prioritise children's safety by reducing risks in the environment. For example, staff covered the concrete columns in foam tubes to prevent children from hurting themselves as they play.

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

The members of the management team fully understand their roles and responsibilities in implementing the Early Years Foundation Stage. They ensure that all staff have a good understanding of safeguarding including recognising the signs of abuse. The management team regularly reviews how staff monitor children's progress. This helps them ensure that observations and tracking are accurate. The management team supports staff through regular team meetings, supervisions and training opportunities. For example, training on arts and crafts has resulted in staff providing quality creative experiences for children. This positively influences children's outcomes. Partnerships with parents and external professionals are good and effective in helping children who need extra support.

Setting details

Unique reference number	127248
Local authority	Kent
Inspection number	840633
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	28
Name of provider	Highfield Road Pre-School Partnership
Date of previous inspection	13 November 2009
Telephone number	07754149998

Highfield Road Pre-School registered in 1985. It is a privately owned pre-school based in a church hall in Dartford, Kent. The pre-school is open Monday and Thursday from 9.30am to 12pm and for two sessions on Tuesday and Wednesday from 9.30am to 12pm and 12.30pm to 3pm, term time only. The pre-school employs 10 members of staff. The manager holds a level 4 early years qualification and three members of staff hold a level 3 qualification. A further three staff hold appropriate level 2 early years qualifications. The pre-school receives funding for free early education for two-, three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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