

# Belgrave Pre School

Clarendon & Westbury Community Centre, Belgrave Road, Dover, Kent, CT17 9QY



## Inspection date

20 April 2015

## Previous inspection date

2 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children with special educational needs and/or disabilities, and those for whom English is an additional language, receive good support from knowledgeable staff. Staff liaise effectively with other professionals and parents to develop strategies to meet children's changing needs. As a result, all children are making good progress from their starting points.
- The quality of teaching is good. Staff understand how children learn and they are deployed effectively indoors and outdoors. This means that they are able to meet children's educational and care needs effectively.
- Children enjoy playing outdoors for most of the day. There is a wide range of interesting resources and activities, which cover all the learning areas.
- Safeguarding procedures are robust. The recruitment and supervision procedures ensure only suitable staff care for children. As a result, children are safe and well protected by staff who know the procedures to follow should they have any concerns about a child's welfare.
- The joint managers and owner of the pre-school have high expectations for staff and children. They involve staff, children and their parents in making continuous improvements through identified training and effective self-evaluation.

### It is not yet outstanding because:

- On occasions, staff do not fully implement all aspects of the evacuation procedure. This means that it could be difficult to inform parents of events in an emergency.

## What the setting needs to do to improve further

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

- review the evacuation procedures to ensure all staff fully implement them to promote children's welfare more effectively.

## Inspection activities

- The inspector had a tour of the rooms used by the pre-school and of the outdoor area.
- The inspector observed and spoke with staff and children during play and learning activities, indoors and outdoors.
- The inspector conducted a joint observation with the manager and listened to the feedback given to a member of staff.
- The inspector held meetings with the owner, managers and key persons and discussed a range of documents, including children's assessment records, policies and procedures, staff recruitment procedures and records, plans for children's activities and documents relating to self-evaluation.
- The inspector spoke with parents on the day of the inspection.

## Inspector

Bernadette Gibbs

## Inspection findings

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

Children benefit from a wide range of learning experiences provided by knowledgeable staff. They set out a vast range of good-quality resources each day, indoors and outdoors. These cover all areas of learning and development. The quality of teaching is good as staff have a secure knowledge of children's interests and developmental stages. Staff and children confidently use sign language and symbols. This effectively supports and extends children's ability to communicate with adults and their friends, especially those for whom English is an additional language or those experiencing language or communication delay. Parents provide a good deal of information about their children when they start pre-school, concerning their children's development, interests and preferences. This information is used effectively by managers and key persons as a starting point to identify and plan next step activities to meet children's interests and extend their learning experiences.

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

Children are warmly welcomed into the pre-school. Staff help them to settle to chosen activities or help them to seek out their friends at the start of the session. The key-person system ensures that children's personal care needs are supported, in line with each individual's development stage and in their preferred way. During snack time, children serve themselves with milk or water and fresh fruit. They independently clear away cups and plates when they have finished. This, alongside selecting a hat to wear outside in the sun, helps them to learn the self-care skills in readiness for the move on to school.

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

The pre-school owner and her two managers have a good understanding of the Early Years Foundation Stage requirements. They work well together, sharing responsibility to implement the requirements effectively. Children's development is monitored regularly to ensure all children are making good progress across all areas of learning. Staff provide individual plans with targeted support where children's progress is less than expected, with input from parents and other professionals' expert knowledge. Regular staff supervision meetings ensure that staff are supported in improving practice and that training needs are suitably met. Overall, staff have a good understanding of the range of pre-school policies and procedures and complete daily risk assessment checks. These help to ensure that children's welfare and safety are well maintained. However, although the evacuation procedure to ensure everyone is out of the building works well, sometimes staff do not take emergency contact numbers or a mobile phone, as stated in the procedure. The recommendation from the previous inspection has been addressed; activity planning now focuses on children's individual learning interests and learning needs.

## Setting details

<b>Unique reference number</b>	127011
<b>Local authority</b>	Kent
<b>Inspection number</b>	840598
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Jennifer O'Hare
<b>Date of previous inspection</b>	2 November 2009
<b>Telephone number</b>	07882392469

Belgrave Pre-school opened in 1986. It operates from three rooms in the Clarendon and Westbury Community Centre, in Dover, Kent. The pre-school opens five days a week during term time. The pre-school employs 14 members of staff, including the owner, who work directly with the children. Of these, 12 members of staff hold a recognised early years qualification to National Vocational Qualification (NVQ) at level 2 or above. The two managers are currently trained to NVQ at level 4 and level 5. The pre-school is in receipt of government funding for children aged two, three and four years.

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