

Sandringham Pre-school

St. Marys Church Hall, Sandringham Drive, WELLING, Kent, DA16 3QU



Inspection date

21 April 2015

Previous inspection date

3 June 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Staff are caring and welcoming which encourages positive interactions and boosts children's self-esteem.
- Staff encourage children to develop good physical skills. They encourage children to enjoy physical play because they provide a range of resources, including climbing frames and slides, indoors and outdoors.
- Staff work well with parents to support their children's learning at home. Consequently, children are making good progress in their learning and development.
- The management team has developed strong partnerships with the local authority. This has been particularly beneficial for children needing early intervention.
- Staff are good at supporting children when they move on to school. They photograph familiar toys in local school grounds. This creates positive anticipation and helps children to settle when they move on to school.

It is not yet outstanding because:

- Overall, the quality of teaching is good. However, during group activities, staff do not always deliver intended educational programmes at a level which is relevant and understandable to all children.

What the setting needs to do to improve further

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

- review the delivery and teaching methods used during group activities in order to fully interest and engage children.

Inspection activities

- The inspector conducted a joint observation with the manager to assess the quality of teaching and interactions.
- The inspector viewed the parts of the premises used for childcare, including the outdoor space.
- The inspector spoke to children about the activities they enjoy.
- The inspector spoke to staff about their knowledge of safeguarding policies and procedures.
- The inspector viewed children's documents, evidence of staff suitability and staff certificates.

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 happy and engaged because the quality of teaching is good. However, at times, group activities are not delivered in a way that meets children's stages of development and levels of understanding. Staff have met previous actions by ensuring that they plan and assess for children's learning linked to their next steps. This helps all children to make good progress. Staff incorporate natural materials to support and extend children's play and learning. For example, children enjoy painting acorns and tree bark, which enhances their creative skills as they learn about the world. Staff increase children's vocabulary with plenty of opportunities for children to learn new words. For example, staff teach children about how things grow. Children enjoy planting flower seeds into soil using wellington boots as pots. This makes outdoor play fun and motivates children to enjoy developing their own nature garden. Staff help children to prepare for school through helping them to count and recognise their names in writing.

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

Care practices are good and promote children's well-being. For example, staff encourage children to help themselves to healthy snacks and drinks when they want to. This enables children to be independent and meets their basic care needs. Healthy snacks, including fruit, ensure that children develop positive eating habits. Children are safe because staff provide an environment with minimal hazards. Children behave well because staff have clear expectations of their behaviour. For example, staff use a behaviour board based on a traffic light system. This enables children to understand that there are consequences to their behaviour.

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

The management team is committed to fulfilling the requirements of the Early Years Foundation Stage. They demonstrate this through effective monitoring of the educational programme and by ensuring that staff have strong safeguarding knowledge. This means that children make rapid progress and that staff can accurately follow safeguarding reporting procedures. The management team has met previous actions by developing rigorous systems for self-evaluation and improving staff support and supervision. This enables the management team to identify strengths and weaknesses in the provision and drive through outcomes for children. Staff receive appropriate training and support to deliver different aspects of the educational programme. This means that they are able to utilise their qualifications and training to help children learn and develop.

Setting details

Unique reference number	EY464644
Local authority	Bexley
Inspection number	979083
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	37
Name of provider	Sarah Ruth Mills
Date of previous inspection	3 June 2014
Telephone number	020 88558717

Sandringham Pre-school re-registered in 2013 under a new owner. It operates from St Mary's Church Hall, in the London Borough of Bexley. The pre-school opens from 9.30am to 12.15pm, during term time only. The pre-school provides funded nursery education for children aged two, three, and four. Nine staff work directly with the children. The majority of staff hold appropriate childcare qualifications.

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