

# St Matthews High Brooms Pre-School



St. Matthews Parish Hall, High Brooms Road, Tunbridge Wells, Kent, TN4 9DA

**Inspection date** 16 June 2015  
Previous inspection date 4 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not kept Ofsted informed about the changes to the management committee. This is a breach of the legal requirements of the Early Years Foundation Stage and the associated Childcare Register.
- Staff's approach to managing children's behaviour is not always consistent. Therefore, children are not able to learn how to behave appropriately.
- The manager and staff have begun to use self-evaluation to reflect on the experiences that they offer children. However, this is not robust enough to identify weakness in practice and to ensure that all legal requirements are met.

### It has the following strengths

- Staff accurately identify the next steps in children's learning and use these to help children develop through activities and their interests. This means that children make good progress in relation to their starting points.
- Children with special educational needs and/or disabilities are well supported. Staff have good links with other professionals and work well with them to promote children's care and development.
- Staff work well with parents, who comment that they feel well informed and receive good feedback about their children's learning and development.
- Staff support children well to develop a healthy lifestyle. They ensure that children have daily access to the garden and role model good healthy eating and mealtime practices.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of the notification requirements to ensure that Ofsted are notified of any changes to members of the committee in order to complete suitability checks, as required
- improve staff's consistency in promoting appropriate behaviour and implementing behaviour management techniques to help children learn appropriate behaviour.

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

- strengthen the self-evaluation process to accurately identify areas for improvement to improve outcomes for children.

### To meet the requirements of the Childcare Register the provider must:

- ensure that Ofsted are notified of any changes to committee members so checks can be completed on their suitability (compulsory part of the Childcare Register)
- ensure that Ofsted are notified of any changes to committee members so checks can be completed on their suitability (voluntary part of the Childcare Register)

## Inspection activities

- The inspector spoke to staff and children where appropriate.
- The inspector spoke to parents and took their views into consideration.
- The inspector sampled documents such as children's next steps folder, the policies and procedures and the setting's induction and recruitment information.
- The inspector held a meeting with the manager.
- The inspector and the manager completed a joint observation.

## Inspector

Sarah Taylor-Smith

## Inspection findings

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

Children make good progress in their learning and development because teaching is consistently good. Children are confident communicators and are keen to share their thoughts and ideas. Staff support them by giving them time to talk and by signing to extend their understanding. Children are well supported in literacy and they play with rhyming words and identify sounds. Staff follow children's lead and offer ideas in order to extend and challenge their thinking. For example, staff encourage children to think about how to catch the water as it flows along lengths of guttering. Staff take children on outings in the community and provide them with a wide range of experiences to increase their confidence and skills. Therefore, children are ready for the next stage in their learning or the move to school.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff do not consistently support children to learn how to behave. Therefore, children sometimes ignore what staff are saying to them and continue to display unwanted behaviour. Staff maintain appropriate accident forms and feed this information back to parents to support children's well-being. Children benefit from a well-resourced outside space and can choose to play inside or outside throughout the session. Children have times throughout the day to spend with their key person, which enables them to build warm relationships with staff and chat about their play and activities. This supports their personal, social and emotional development.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The provider has not notified Ofsted of changes to committee members, as required. However, as the committee members are staff, they have been checked as being suitable to work with children. Therefore, the impact on children is minimal. The manager carries out supervisions and appraisals with the staff. This enables her to discuss individual staff's performance and areas which require improvement. However, this is not always effective in identifying weaknesses in staff practices, such as inconsistencies in how staff manage children's behaviour. The manager seeks the views of the parents, staff and children to enable her to evaluate their practices and educational programmes. However, this is not yet robust enough to identify all weaknesses and ensure that all legal requirements are met. Staff know what to do if they have concerns about children and are reminded about their safeguarding responsibilities at staff meetings and supervisions.

## Setting details

<b>Unique reference number</b>	127611
<b>Local authority</b>	Kent
<b>Inspection number</b>	987789
<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>	30
<b>Number of children on roll</b>	43
<b>Name of provider</b>	High Brooms Playgroup Committee
<b>Date of previous inspection</b>	4 April 2011
<b>Telephone number</b>	07788 664560

St Matthews High Brooms Pre-School opened in 1975. The pre-school is a committee run provision and operates from a church hall in Tunbridge Wells, Kent. The pre-school is open each weekday from 9am to 3pm for 38 weeks of the year. The pre-school supports children with special education needs and/or disabilities. The setting receives funding for early education for children aged two, three and four. The pre-school employs seven members of staff, five of whom hold appropriate early years qualifications.

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.

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