

Charterhouse Pre-School

The Highways Primary School, The Highway, ORPINGTON, Kent, BR6 9DJ



Inspection date

23 June 2015

Previous inspection date

2 October 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of planning for all children is excellent. Precise and accurate assessment enable staff to plan targeted and focused learning opportunities. As a result, all children make outstanding progress in their learning and development.
- Staff give children's communication and language development very high priority. They plan specific small language group sessions and use every opportunity as children play to build their vocabularies to become confident speakers.
- Staff place great importance on teaching children about healthy lifestyles. Children prepare their own healthy snacks and understand good hygiene practice. This stimulates children's independence exceptionally well and supports their understanding of healthy food options.
- All staff have an extremely high level of knowledge and understanding of child protection issues, and are confident in the procedures to follow should they have a concern about a child in their care. As a result, safeguarding of children is remarkably secure throughout the pre-school.
- Excellent partnerships and communication between parents, other agencies and schools, highly contribute to the meeting of children's individual needs.
- The manager has an astute awareness of the strengths and weaknesses of all aspects of the setting. She recognises the need to further build on listening to children's views to enable them to a greater influence in planning of the educational programme.

What the setting needs to do to improve further

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

- continue to gather and record children's views of the pre-school and use these to further build on the already outstanding provision.

Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records, and safeguarding procedures.
- The inspector had discussions with staff, and the owner who manage the pre-school and work with the children. The inspector also spoke with children and parents to gain their views of the pre-school.
- The inspector discussed the self-evaluation and how the action plans are used to bring about continuous improvement.

Inspector

Zalihe Mehmet-Emin

Inspection findings

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

The highly experienced and qualified staff team have an excellent understanding of how to best support children in their learning and development. They create a challenging and stimulating environment where the atmosphere is incredibly positive and encouraging. As a result, children thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Staff constantly encourage children to develop new skills and grow in confidence. Younger children thoroughly enjoy daily messy play activities. For example, children show their excitement as they independently dress up in different outfits and engage in imaginative play. The older children participate in activities that support their understanding of simple mathematical concepts and early writing skills. For example, they become confident in counting. As a result, staff help children to develop essential skills for future learning and for moving to the next age group or starting school through the excellent activities and experiences they provide.

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

A well-established key-person system helps the children to form secure attachments with the staff in the setting. This promotes their emotional well-being. Parents are very happy with the pre-school. They comment on the success of staff interaction and their children's excellent progress when settling into the next age group. Staff have excellent ways of supporting children's behaviour, for example, they join in with their play and find extra resources or offer sand timers to help children share. The well-resourced outdoor learning environment is a real strength of the setting. Children spend most of their time outside, engaged in variety of exciting and inspiring activities. This suits the learning styles of all children extremely well, particularly boys and children with special educational needs and/or disabilities.

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

The inspirational manager and dedicated staff team are committed to providing high quality care and learning for children. There are excellent systems to monitor and evaluate staff practice through performance management and supervision to identify ongoing training needs. Consequently, children benefit because staff fully understand their roles, responsibilities and offer exceptional learning experiences. There is a thorough monitoring system and overview of children's development. This means, staff swiftly implement additional support to narrow any gaps in children's learning. For example, staff have undertaken training to support children who are ready to read and write simple words. To support this further, they have implemented a print rich environment following their training. As a result, children recognise their own names by seeing them frequently and are keen to work out which sounds make up their names.

Setting details

Unique reference number	EY376872
Local authority	Bromley
Inspection number	822283
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	59
Number of children on roll	88
Name of provider	Charterhouse Pre-School Ltd
Date of previous inspection	2 October 2008
Telephone number	07796 264886

Charterhouse Pre-school registered in 2008. It operates from premises situated within the grounds of a primary school in the Orpington area of the London Borough of Bromley. The pre-school is open each weekday during term times only from 9am to 1pm. An additional session is available on Thursday afternoons from 9am to 3pm. There are eighteen members of staff, including the two owners who are also the managers. Of these, sixteen members of staff hold relevant early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those who speak English as a second language.

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