

St Francis Pre-School

The Vicarage, Galahad Avenue, Rochester, Kent, ME2 2YS



Inspection date

1 July 2015

Previous inspection date

21 March 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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 does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

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

- The monitoring and supervision of staff is not always effective. It does not always identify that sometimes staff do not fully engage and interact with children. Therefore, at times, not all children are motivated and keen to learn.
- Staff do not always question children or engage them actively in conversations. Therefore, they do not effectively promote all children's communication and language development.
- Staff deployment is inconsistent at times. Some staff are not always available to engage with children as they are occupied with routine tasks. This results in some children not having challenging learning experiences and they become restless.
- Staff miss opportunities to extend children's creativity and imaginations with some activities.

It has the following strengths

- Staff provide a good range of resources to interest children.
- The management team and staff have a clear understanding of child protection issues. They are aware of the procedures to follow if they have concerns about a child's welfare.
- Staff have good relationships with parents and keep them informed of their children's progress. This helps parents to support children's learning at home.
- Staff observe and assess children's learning to plan for their further development.
- Children learn about healthy lifestyles as staff provide and talk about healthy snacks and provide good opportunities for outdoor play and learning.

What the setting needs to do to improve further

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

- ensure that staff monitoring and supervision identifies weaknesses in teaching to ensure that children are always challenged, engaged and motivated to learn
- review the deployment of staff to ensure they are always available to engage with children and consistently encourage their language and communication.

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

- improve the opportunities for children to develop their imaginations and follow their own ideas.

Inspection activities

- The inspector observed the staff and children indoors and outdoors.
- The inspector looked at a sample of children's learning records.
- The inspector spoke to parents to gain their feedback.
- The inspector looked at a sample of policies and documents.
- The inspector held meetings with the manager and supervisor.

Inspector

Caroline Gibbons

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff do not always engage effectively with children to extend their communication and language development or provide new challenges. The environment is welcoming and children make independent choices from a good selection of activities and toys. They enjoy 'messy' play activities, such as exploring paint, sand, dough and shaving gel with their hands. This, along with balancing and climbing activities promotes their physical development well. However, staff do not always fully encourage children's imaginative play. Staff work with well individual children to help develop their skills. Children enjoy looking at books and listen to stories to promote their literacy development.

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

At times, staff complete tasks that take them away from engaging with children. This means that they do not always suitably challenge them in their learning. Some children become restless and this affects their usual good behaviour. Staff praise children when they behave well and most children are confident to approach staff for help. Children build positive relationships with each other and staff. This promotes their emotional well-being. Staff have positive links with other professionals which help them meet the individual needs of children. Teachers from local schools visit to meet children and staff. This helps prepare children for the move to school. Children play safely outdoors because staff supervise them on the large equipment and remind children to wear sun hats. Staff display good hygiene practices when changing nappies and encourage older children to manage their own personal hygiene.

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

Not all of the Early Years Foundation Stage requirements are met. There are some inconsistencies in the monitoring and supervision of staff practice and quality of teaching. However, the well-qualified manager and staff are keen to improve. They made some suitable changes to the pre-school since the last inspection. Training helped staff prepare for taking younger children and developing the outside area. They took the views of children and parents into account when developing the outdoor environment, to ensure it met the needs of all children. The management team and staff evaluate the pre-school. However, plans for further development are not fully effective, as they did not identify the need to improve staff practice and deployment. Overall, the manager and staff track children's progress appropriately. This helps identify any additional planning to help support the next steps in their learning.

Setting details

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|------------------------------------|---------------------------------|
| Unique reference number | 103842 |
| Local authority | Medway Towns |
| Inspection number | 839256 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 32 |
| Number of children on roll | 52 |
| Name of provider | St Francis Pre-School Committee |
| Date of previous inspection | 21 March 2011 |
| Telephone number | 01634 301188 |

St Francis Pre-School registered in 1996 and is in Strood, Kent. The pre-school is open each weekday from 8.30am to 3pm, during term time only. The manager has an early years degree. There are ten other staff, nine of whom hold appropriate early years qualifications. The pre-school is in receipt of funding for free early education for two-, three- and four-year-olds.

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