

# Little Monsters Pre-School

Howard de Walden Centre, Bluett Street, MAIDSTONE, Kent, ME14 2UG



## Inspection date

20 July 2015

Previous inspection date

20 March 2014

<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		Requires improvement	3
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		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 quality of teaching is not consistently good. At times, staff do not make the most of opportunities to extend conversations with children to encourage their communication and language skills, particularly during story time.
- There are not enough toys or experiences included in the programme of activities to help children develop their skills in using technology.
- The system for self-evaluation is not fully developed to incorporate the views of parents. Consequently, the plans for ongoing improvement do not include their ideas or suggestions.
- Staff do not seek enough information about children's learning prior to attending the setting. As a result, gaps in children's learning are not recognised quickly enough, and initial planning is not suitably targeted to meet children's individual needs.

### It has the following strengths

- There is an established key person system in place, and children form positive relationships with the adults who care for them. This helps them to settle and feel secure.
- Staff have a clear understanding of their role and responsibilities to safeguard children. They are familiar with the setting's policy and they know the procedures to follow should they have any concerns about a child's welfare.
- Children behave well; they show care and concern for one another.

## What the setting needs to do to improve further

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

- improve the quality of teaching to ensure it is consistently good or better by: a) ensuring that all children are included, and b) ensuring children are given enough time to respond to questions, and have their turn in conversations.
- improve the arrangements for assessing children's learning by obtaining information from parents about what children know and can do, before attending the setting. Use this information to plan for children's individual needs to help children make good or better progress from the start.

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

- increase the range of toys and equipment in order to provide more opportunities for children to develop their skills and awareness of technology
- improve the self-evaluation system to take account of parents' views.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to staff to assess their knowledge and understanding of safeguarding.
- The inspector looked at a small selection of records, including the electronic record of children's development files, and systems for tracking children's progress.
- The inspector took account of the views of parents who were spoken to during the inspection.

### Inspector

Elizabeth Mackey

## Inspection findings

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

The quality of teaching is variable. Staff are effectively deployed and they interact positively to support children's learning. However, during story time staff do not always consider the needs of individual children. For example, staff do not effectively engage the younger children. Therefore, these children lose interest. Furthermore, staff do not ask enough open questions to involve the children, or allow enough time for them to respond to questions. Overall there is a satisfactory range of toys and activities. However, there are not enough activities to support children's understanding of technology, or for them to develop their skills in using electronic equipment.

Staff promote children's creative skills well. Children use a wide range of dressing up materials, and staff help them to express their ideas by making suggestions to extend their play. Staff have made links with other early years settings and schools, in preparation for the next stage in children's learning. They work with other professionals and agencies. This helps to ensure children with special educational needs and/or disabilities are appropriately supported. Parents access an online system where they see observations, photographs, and videos of their children in the pre-school. This has enabled parents to contribute to the next steps in children's learning and ensures that staff keep them informed of their children's progress.

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

Children engage confidently with staff and enjoy their time at the pre-school. The staff make home visits, prior to the children attending. This helps to plan for consistency in children's care, which also helps them to settle. Children have good opportunities for fresh air and exercise, through daily outdoor play. The outdoor area is greatly improved to provide safer learning opportunities for the children. Children learn about the foods that are healthy for them, and the staff encourage them to be independent in their everyday routines. Consequently, children learn to take care of themselves and are well prepared for starting school. All staff have paediatric first aid certificates, so they are able to respond appropriately to accidents.

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

Managers track the progress children are making. However, they do not obtain enough information from parents initially, to find out what children know and can do before they attend. Staff make an initial assessment, once children have settled. Consequently, initial planning is not accurately targeted for children who may need more help to achieve as well as others. The staff team work well together, using meetings and training effectively to identify and address areas requiring improvement. However, they do not sufficiently include parents in the self-evaluation process. Managers have taken positive steps to improve their practice, having previously breached some requirements of the Early Years Foundation Stage requirements.



## Setting details

<b>Unique reference number</b>	EY468478
<b>Local authority</b>	Kent
<b>Inspection number</b>	1018211
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Trudy Louise Glenister
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	07946704181

Little Monsters Pre-School registered in 2013. It is privately owned and operates from a community centre in Maidstone, Kent. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open Monday to Friday from 9am to 12pm, with some afternoon sessions available on Mondays, Wednesdays and Fridays from 12.30pm to 2.30pm, term time only. There are nine members of staff, five of whom, including the provider, hold relevant early years qualifications at level 3. There are three members of staff working towards a relevant qualification.

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