

Bo-Peeps Pre-School

Halling Community Centre, High Street, Halling, Rochester, Kent, ME2 1BS



Inspection date

18 May 2015

Previous inspection date

25 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		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

- The partnerships with parents are good. Parent consultations and workshops provide opportunities for staff to share information about children's progress and ideas for learning at home. Parents speak highly of staff and value the quality of teaching and care provided.
- Staff use observations and assessments well to identify children's stages of development and plan for the next steps in their learning. Consequently, children enjoy learning through play and make good progress in relation to their starting points.
- The managers have a comprehensive set of policies, which they share with the parents. This supports their understanding of the procedures and ethos of the pre-school. They gain parents' feedback to support the self-evaluation process.
- Managers are confident and knowledgeable about the requirements of the Early Years Foundation Stage and share this with all staff, providing an effective learning environment.
- Staff form good relationships with local schools. For example, they invite reception teachers to visit and meet the children, and share information with key persons. They visit the school regularly and make good use of the facilities. This helps to enable children to move smoothly on to school.

It is not yet outstanding because:

- The staff do not always check to ensure that mark-making resources are readily available. Therefore, children are not always able to practise their early writing skills.

What the setting needs to do to improve further

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

- improve the availability of mark-making resources to enable children to choose when they want to use these.

Inspection activities

- The inspector completed a joint observation with the managers.
- The inspector observed the quality of teaching and staff's interactions with children.
- The inspector spoke to a selection of parents and took account of their views.
- The inspector spoke to staff members at appropriate times.
- The inspector sampled children's records, planning documentation, evidence of the suitability of staff, and safeguarding policies and procedures.

Inspector
June Keeler

Inspection findings

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

Staff carry out ongoing observations and use this information to plan activities so that they are of interest and relevant to the children. The managers support the staff well to use effective systems to identify children's strengths and areas to develop. Children, therefore, make good progress. Staff extend children's mathematical understanding as they count and decide if there are more or fewer items than children during activities. The children are eager gardeners. They speak enthusiastically about watching their beans growing in bags and enjoy planting new plants in the sensory garden. This demonstrates a developing knowledge of the natural world around them. Children have plenty of opportunities to engage in physical play, both indoors and outdoors. For example, staff provide balance beams and obstacle courses inside, and outside there are hills to climb and a rope swing. This helps to support children's physical development.

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

Staff support children to develop independence skills which prepares children for school. For example, staff encourage children to prepare their own snacks, pour their own drinks and wash their plates and cups. Parents are invited to stay and play with their children as part of the settling process, helping them to settle easily into the pre-school. Children enjoy nutritious snacks to promote their good health. Staff continually praise and encourage children which further supports their confidence. For example, children concentrate as they build electrical circuits. Once finished, staff called other children over to see the results. Staff provide good support to the children to encourage them to solve problems. For instance, when a tall tower kept toppling over, they talked through the problem with the children and decided that the base needed to be wider. Therefore, children learn to persevere with tasks.

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

Managers and staff have good partnerships with external professionals, such as the local children's centre. These partnerships help to provide support and guidance for staff and parents to support children, especially those with special educational needs and/or disabilities. The managers have a comprehensive approach to self-evaluation including the views of everyone connected to the pre-school. Managers work alongside the staff to help improve practice and share skills to benefit the children. The managers have robust recruitment process to ensure that all staff are suitable to be working with children. The managers continue to support staff through regular observations, appraisals and staff meetings. Managers and staff have a secure knowledge of safeguarding and child protection issues and are aware of the procedure to follow should they have concerns. Therefore, children remain safe. Staff frequently attend training and share new ideas, which impact positively on children's learning and development.

Setting details

Unique reference number	103787
Local authority	Medway Towns
Inspection number	845866
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	55
Name of provider	Jane Margaret Adams and Jacqueline Ruth Tickner Partnership
Date of previous inspection	25 November 2010
Telephone number	01634 243696

Bo-Peeps Pre-School registered in 1998 and is situated in Halling, Rochester, Kent. One room is open every day from 9.15am to 2.15pm, and younger children may attend in a separate room from 9.15am to 12.15pm Monday, Wednesday and Friday. The pre-school is open term time only. This provision is registered on the Early Years Register. There are six staff qualified at Level 3 or above, one at level 2 and one to Level 6. The provider is registered to receive funding for two-, three- and four-year-old children.

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