

Nettlestead and Wateringbury Pre-School and Out of School Club



Nettlestead & Wateringbury Pre School, Maidstone Road, Wateringbury, Maidstone, Kent, ME18 5ER

Inspection date 15 October 2015
Previous inspection date 14 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The management team has not notified Ofsted of changes to committee to allow them to complete the required suitability checks, within the required timescales. This slightly compromises children's welfare and well-being.
- Staff do not make the most of all opportunities during the day to build on children's developing personal independence and self-care skills, particularly during daily routines.
- Staff do not always deploy themselves effectively, particularly during times of change in the routine, to keep children engaged in activities or their play.

It has the following strengths

- Staff maintain a good two-way communication with parents, and this keeps them informed and helps to provide children with consistency in their care and learning.
- Children are settled and confident to explore the environment. They have a good sense of belonging and build trusting relationships with the staff and other children.
- Children develop their imagination and creativity skills, and enjoy a wide range of experiences where they experiment with marks and develop their early literacy skills.
- Management encourages and supports staff to attend regular training to continue their professional development. Staff use what they learn to improve outcomes for children.

What the setting needs to do to improve further

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

	Due Date
■ provide Ofsted with the information needed to determine suitability of committee members, within the required timescales	16/11/2015
■ ensure all committee members complete the required suitability process, including Disclosure and Barring Service checks.	16/11/2015

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

- extend opportunities for children to develop their personal independence and self-care skills during daily routines
- improve the deployment of staff during times of change in the routine so children remain consistently engaged and occupied.

Inspection activities

- The inspector viewed the indoor and outdoor environments.
- The inspector observed the staff's interaction with children.
- The inspector sampled a range of documentation, including a sample of the policies and procedures, staff suitability records and children's records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team is aware of its responsibility to ensure staff working with children are suitably vetted. However, they have not notified Ofsted of changes to the committee, in the required timescales, so that suitability checks can be completed on its members. However, the committee members do not have unsupervised access to the children, so the impact on children's welfare is minimal. The manager ensures that staff working with the children complete suitability checks and effectively monitors their practice. She completes regular supervision meetings with them and identifies areas where their practice can improve. Staff are experienced and work well together. They build close links with local pre-schools to share ideas, training and resources. Staff have a good knowledge and understanding of safeguarding policies and procedures. Safeguarding is effective.

Quality of teaching, learning and assessment is good

All staff demonstrate a determination to improve their knowledge and practice. There is a well-established key-person system and staff know their key children well. Management and staff use effective systems to promptly identify gaps in learning to offer support and ensure all children make progress. Staff effectively plan a wide range of learning experiences to motivate children to learn. For example, children enjoy collecting conkers on a nature walk, and staff extend this by encouraging them to thread these to make a conker necklace. Staff track children's progress well and demonstrate high expectations for them to achieve. Staff help children to develop good communication, listening and speaking skills; they talk to children, ask thought-provoking questions and give them time to think and respond. Staff make good links with schools and outside agencies, to provide consistency of care and prepare children well for their move on to school. Staff promote children's understanding of diversity and differences in the community well.

Personal development, behaviour and welfare require improvement

Staff support children's physical development and well-being well. Children participate in a range of active experiences and learn about healthy lifestyles. They follow good hygiene routines and staff use these to develop children's understanding of their own care needs. However, children are not always encouraged to build on their independence skills during daily routines. Staff are positive role models for behaviour and manners. However, they do not always deploy themselves well to keep children engaged, particularly during changes within the routine. For example, at times, more staff spend time preparing the room for the next routine, such as lunch, than helping children engage in a group activity. At these times, some children become disengaged and distracted.

Outcomes for children are good

All children make good progress in their learning and development. They develop the skills they will need for their future learning.

Setting details

Unique reference number	EY440322
Local authority	Kent
Inspection number	824511
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	21
Name of provider	Nettlestead & Watringbury Preschool & Out of Schools Club
Date of previous inspection	14 May 2012
Telephone number	01622813120

Nettlestead and Watringbury Pre-School and Out of Schools Club registered in 2010. It operates from a purpose-built building next to the village hall. The pre-school is open each weekday from 9am to 3pm, with the out of school club operating each weekday from 7.30am to 9am and 3.15pm to 6pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 10 members of staff, five of whom hold appropriate early years qualifications, including one who holds Qualified Teacher Status.

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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