

Beresford Pre-School

The Scout Hut, Beresford Avenue, Rochester, Kent, ME1 2QX



Inspection date 21 January 2016
Previous inspection date 4 April 2011

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider has not followed the correct procedures to inform Ofsted of any changes to the committee. This is also a breach of the requirement in the Childcare Register.
- The monitoring of children's assessments and progress is not always accurate. Staff do not always effectively plan all children's next steps in learning, to meet their individual needs, and this includes some children with additional funding.
- Staff do not always plan positively to extend children's understanding and awareness of technology.
- Parents are not always informed well about their children's progress or how to extend learning at home.

It has the following strengths

- Children develop their mathematical skills as they play.
- Staff support the development of children's language well. For example, they introduce new words and use good questions to help challenge children's thinking.
- Children develop healthy lifestyles. They have healthy food and develop their physical skills.
- Staff implement clear rules and boundaries to help manage children's behaviour. Children behave well. They develop confidence and social skills that prepare them emotionally for their move to school.

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
■ keep Ofsted informed of any changes to committee members and ensure the relevant details are sent for suitability checks to be completed.	02/02/2016
■ ensure assessments of children's development and the monitoring of their progress are accurate, to enable better planning of the next steps in children's learning that meet their individual needs.	22/02/2016

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

- provide more opportunities for children to develop their understanding and awareness of technology
- strengthen the support given to parents to encourage children's learning at home.

Inspection activities

- The inspector observed children at play, inside and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector viewed a range of documents, including planning, children's development records, self-evaluation and risk assessments.
- The inspector spoke to parents to gain their views of the pre-school.

Inspector

Janine Scott

Inspection findings

Effectiveness of the leadership and management requires improvement

Those in the management team do not have a clear understanding of their responsibilities and have not kept Ofsted informed about changes to the committee. There is no significant impact on children's safety, as committee members do not have unsupervised contact with them. Staff understand the correct procedures to follow if they have any child protection concerns about children. Safeguarding is effective. The manager regularly evaluates the provision and supports staff to improve their practice. For example, children's progress in mathematics was identified as a weaker area. She organised staff training, and reviewed resources and activities to improve staff practice and children's outcomes in mathematics.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is generally suitable. Keypersons work in partnerships with parents, such as during home visits, to identify children's starting points and begin to plan their next learning steps. However, planning does not always take account of all children's development needs across all areas of learning. Parents are not always given full support to help encourage learning at home. Children use mathematical language as they play; for example, telling friends, 'I've got more play dough than you,' and accurately counting how many straws they have cut. The manager and staff monitor the progress of some specific groups of children and early support from other early years professionals is put in place. However, the tracking of progress for all children is not always accurate or up to date to ensure that emerging gaps in achievements are identified as promptly as possible.

Personal development, behaviour and welfare require improvement

Staff have close relationships with children, who are happy and settled. Children have positive emotional well-being. They learn to be independent in their personal care routines. For example, they take themselves to the toilet and wash their hands when it is snack and lunchtime. They like to pour their own drinks and spread their own butter. Overall, children have access to a good range of resources inside and outdoors. However, there are some gaps for children developing their understanding of technology. There is no significant effect on children's safety from the provider's failure to keep Ofsted informed of committee changes.

Outcomes for children require improvement

Children make satisfactory progress in their learning. Children gain the basic skills they need for their next stage of learning and the move on to school.

Setting details

Unique reference number	103784
Local authority	Medway Towns
Inspection number	839250
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	49
Name of provider	Beresford Pre-school Committee
Date of previous inspection	4 April 2011
Telephone number	07815048143

Beresford Pre-School registered in 1992 and situated in Rochester, Kent. It is open Monday, Wednesday and Friday from 9am to 12 noon and Tuesday and Thursday from 9am to 3pm, during school term time only. There are eight members of staff, five of whom have relevant early years qualifications at level 2 or level 3. The pre-school receives funding to provide early education for children aged two, three and four years.

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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