

# Abbey Pre-school

St. Peter & St. Pauls Church, Minnis Lane, Dover, Kent, CT17 0RG



<b>Inspection date</b>	28 January 2016
Previous inspection date	10 November 2011

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

## Summary of key findings for parents

### This provision is good

- Children enjoy a safe, stimulating environment with plentiful resources and space to become actively involved in and extend their chosen play.
- Parents speak highly of the trusting relationships they have with their children's key persons. They are confident that their children have fun and learn. Parents comment that the key persons know their children well.
- Children make good progress in their learning; they are kind and caring to their friends and are good at sharing and taking turns.
- All children are confident and independent learners. They benefit from the good organisation of the learning environment inside and outside. For example, this enables children to make their own choices about where they play and what they choose to do.
- The committee and manager provide good leadership. Staff receive regular support and training to improve learning experiences for children.

### It is not yet outstanding because:

- Staff do not always encourage all parents to share detailed information about all aspects of their children's learning and development when they first start.
- Staff miss some opportunities to encourage children to be independent and try things for themselves.

## What the setting needs to do to improve further

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

- improve partnerships working with parents to consistently gain high-quality information about children's abilities and achievements when they start, to strengthen the initial assessments
- provide children with further opportunities to be independent and to try things for themselves.

### Inspection activities

- The inspector viewed all areas used by children, including the outdoor play area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documents and records.
- The inspector observed the day-to-day routines and the activities provided for the children.

### Inspector

Bernadette Gibbs

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her team have a secure knowledge of the signs and symptoms that might cause concern. They know the procedures to follow should they need to make a referral. Self-evaluation is thorough and well embedded. The managers use a range of effective ways to monitor all aspects of their practice. They recently identified learning gaps in mathematics and introduced specific training to support staff. For example, they made maths fun and interesting for children. The manager effectively identifies the training needs of staff to improve practice and provides one-to-one support meetings. The manager and staff monitor children's progress well. They identify and provide additional support if they identify any gaps in their learning.

### Quality of teaching, learning and assessment is good

The staff plan a good mix of interesting activities that meet individual children's learning needs and those that children freely choose. They have a good understanding of the development needs of children. For example, the recent cold weather stimulated children's interest in frost. Staff extended this with different-sized ice cubes and blocks for children to explore and see how long they took to thaw. Staff are skilled at knowing when to join in with children's play or when to stand back and allow children to develop ideas on their own. They ask positive questions that stretch children's thinking. Children benefit from the wide range of print they see in the environment with many familiar signs and labelled pictures. They often choose to share a favourite book or story with their friends or with an adult.

### Personal development, behaviour and welfare are good

The key-person approach is very effective. For example, children have good support to develop independence with their personal care needs. Children form strong and trusting bonds with their key person, who knows them well. Physical activity is included everyday both indoors and outside. For example, they use the outdoor play area and the local park, and explore the local environment. Staff provide children with a healthy diet that includes a selection of fresh fruit and milk or water. Parents have very useful information about healthy options to include in packed lunches.

### Outcomes for children are good

Children make good progress in their learning and development. They are well-prepared for their next stage of learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	126948
<b>Local authority</b>	Kent
<b>Inspection number</b>	986704
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Abbey Playgroup Committee
<b>Date of previous inspection</b>	10 November 2011
<b>Telephone number</b>	07702453234

Abbey Pre-school registered in 1992. It is situated in Dover, Kent. The pre-school is open during term time only on Monday, Wednesday, Thursday and Friday from 8.45am to 2.45pm. The pre-school employs seven staff, six of whom have appropriate early years qualifications. This includes one member of staff who has Early Years Professional Status. The provider receives funding to provide free early education for children aged two, three and four years.

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