

Cherubs Pre-School

Linton Village Hall, Linton Hill, Linton, Maidstone, Kent. ME17 4AW



Inspection date	3 March 2016
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Good improvements have been made since the last inspection. Staff fully understand their responsibilities in protecting children. Changes to written policies and daily procedures mean children are kept safe. All legal requirements are now met.
- The pre-school owner and supervisor lead a dedicated team of staff. The weaknesses identified at the last inspection have been tackled effectively and had a positive impact on the quality of teaching and the progress children make.
- Children are very happy in the pre-school. They develop a good range of skills which help them be ready for starting school.
- Staff benefit from regular training opportunities which help them develop their knowledge and improve their practice.
- Parents are very happy with the care provided for their children. They describe the staff as 'amazing', 'brilliant' and 'fantastic'.

It is not yet outstanding because:

- Information about the progress of different groups of children, such as boys and girls, is still new. Therefore, senior staff are only just beginning to check that all children learn as well as each other.

What the setting needs to do to improve further

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

- use information more precisely to plan activities to make sure that different groups of children make good progress and any gaps are narrowed.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both inside and outside.
- The inspector talked to staff about their understanding of safeguarding procedures and how they keep children safe.
- The inspector carried out two joint observations to assess how well the leadership team monitors staff performance.
- The inspector talked to the children and evaluated how well the pre-school supports them for starting school.
- The inspector gained the views of parents and carers as they dropped their children off on the day of inspection.
- The inspector sampled a range of written documentation, including staff files, training records, safeguarding policies and children's assessment records.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is good

The pre-school owner and supervisor have established good procedures to monitor staff practice and encourage the team to reflect on new ideas. Detailed action plans mean any changes to the provision are managed well. Recent improvements in the outside area have increased the range and quality of learning opportunities. Staff development is given high priority. Staff accurately identify what training they need to improve their teaching and support for individual children. Safeguarding is effective. Staff know what action they must take if they are worried about a child. The premises are safe and good arrangements are in place to protect children from harm. Partnerships with parents, local schools and the children's centre are good.

Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff know when to ask questions to extend children's learning, and when to allow time for children to explore and work things out for themselves. Staff have a good knowledge of what interests each child and how and where they prefer to learn. They make full use of everyday activities, such as snack time, to extend children's learning. For example, they help children practise simple calculations as they work out how many plates and cups are needed. Staff carry out regular checks on children's learning. They use this information about individual children well to plan activities which challenge children and help them to make good progress. Parents are fully involved in this process. They understand what staff plan for their children and this helps them extend children's learning at home.

Personal development, behaviour and welfare are good

Children behave very well. They are kind and courteous to each other as staff are positive role models. Children approach staff happily for comfort and reassurance. The different needs of the quieter and younger children are met very well and they benefit from plenty of individual adult attention. Children learn about the different needs of others, the community where they live and families in the wider world. They show respect for one another. Older children are caring towards the younger children and involve them well in their play.

Outcomes for children are good

Children show real interest in learning and concentrate and communicate well. For example, one child showed very well-developed mathematical skills as he focused for a long period ordering objects in size. He then confidently explained how the objects could be sorted in other ways by colour and shape. Children talk confidently with adults. They listen attentively; they ask questions and engage in lengthy discussion. Children show good levels of independence. They choose where they want to play and what they want to do. This means they remain interested and concentrate for longer. For example, a group of children played outside with the water, filling buckets to pour down the tubes. When the water was running low, they used their problem-solving skills well to work out how to reach the water at the bottom of the container.

Setting details

Unique reference number	EY246080
Local authority	Kent
Inspection number	1036076
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	51
Name of provider	Cindy Jo Fox
Date of previous inspection	16 October 2015
Telephone number	07947776140

Cherubs Pre-School registered in 2003 and operates from the village hall in Linton, near Maidstone, Kent. The pre-school is open during term time only from 9am to 3pm on weekdays and offers morning, afternoon and all-day sessions. A team of seven staff work with the children. All hold early years qualifications. The owner is qualified to level 3 and the supervisor holds Early Years Professional Status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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