

# Pierremont Park Pre School

Pierremont Hall, Pierremont Park, Broadstairs, Kent, CT10 1JX



## Inspection date

7 January 2016

Previous inspection date

13 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- There is a welcoming and friendly atmosphere characterised by busy, happy children, who enjoy interacting with their friends and staff.
- Staff work well together and organise the daily routines. All staff organise themselves to effectively supervise and support children.
- Parents are fully involved in their children's learning and staff offer suggestions for parents to support children's learning at home. Children make good progress in relation to their starting points.
- Staff have a clear understanding of safeguarding matters and give high priority to children's safety.
- Children's behaviour is consistently good. Staff are good role models who give children clear, positive instructions which help children understand expectations.
- An extremely successful settling-in procedure helps children to form secure attachments with staff. Children's individual care needs are addressed effectively so that they are ready to learn.

### It is not yet outstanding because:

- Staff do not always make the best use of all opportunities that arise in everyday activities and experiences to extend fully children's learning.
- Children do not always have enough opportunities to practise using their early writing skills in different ways to develop further their interest in literacy.

## What the setting needs to do to improve further

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

- provide more opportunities for older children to explore and use their early writing skills for different purposes.
- ensure staff recognise and make full use of opportunities that arise in daily activities to extend children's learning.

### Inspection activities

- The inspector observed staff's interaction with children and spoke to them at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, children's development records and planning information.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of those parents and carers spoken to on the day.
- The inspector undertook a tour of the premises with the manager.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff carry out daily checks to identify any potential hazards and effectively teach children how to identify and manage their own safety. For example, they remind children to make sure the mat is next to the step before they jump. Staff have accurate monitoring systems to ensure that any gaps in children's learning are quickly identified. Staff provide additional support to close those gaps and ensure children make good progress. Regular meetings and discussions give guidance to staff and help identify areas of their own practice and professional development to improve. The manager makes good use of self-evaluation to develop the service she provides to parents. The management has close links with other professionals to support staff training updates, to improve outcomes for children. They have forged extremely supportive links with parents and provide them with a diverse range of events to help families feel part of the pre-school community.

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

Staff confidently use observation and assessment to effectively track children's ongoing progress. They make good use of children's interests and next steps in learning to plan a variety of activities. Staff have a good knowledge of the children and the support they require. They interact well with all children and make good use of skilful questions and repetition to increase children's vocabulary to promote their communication and language. For example, while making fruit salad the children describe how the fruit feels. Children have a wide range of books to explore independently. They help staff with storytelling as they use a variety of props to bring the story to life and extend their interest in literacy. Children acquire strong personal, social and emotional skills to support their future learning. For instance, they interact with friends, sharing and taking turns as they play games.

### Personal development, behaviour and welfare are good

Children have balanced and nutritious snacks. They learn about how to have a healthy diet. For example, they explore a variety of fruits to make a fruit salad to take home. Staff make effective use of praise to recognise children's attempts and achievements. Children explore their own community and experience the world around them. They have daily opportunities to exercise in the fresh air and benefit from regular outings to parks, shops and local events.

### Outcomes for children are good

All children, including those who are learning English as an additional language, make good progress from their initial starting points. They acquire the skills needed for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY431735
<b>Local authority</b>	Kent
<b>Inspection number</b>	822815
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Lucia Michelle Antoniou-Gkikas
<b>Date of previous inspection</b>	13 December 2011
<b>Telephone number</b>	07962 271528

Pierremont Park Pre-School opened in 2005 and re-registered in 2011. It operates from a hall situated in Pierremont Park, Broadstairs, Kent. The pre-school opens five days a week, from 8.30 am to 4pm, term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff; of these, six hold a relevant early years qualification at level 3 or above, including one member of staff who has Early Years Professional Status. In addition, the owner holds a foundation degree in early years. A number of staff are working towards gaining or furthering qualifications.

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