

Tweenies Pre-school

Roberts Hall, Broadway, Bexleyheath, Kent, DA6 7BT



Inspection date	9 March 2016
Previous inspection date	20 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The provider has successfully made improvements since the last inspection to meet the requirements of the Early Years Foundation Stage.
- The quality of teaching is good. Staff are knowledgeable about how children learn and develop. They give individual attention and teach basic skills well. For example, they give good support when counting the number of children who are present in the group and matching the colour of paint with flowers for painting.
- Children make choices in their learning and all make good progress. They develop their own ideas when they choose from the wide range of books, games, toys, materials and interesting construction block challenges.
- Staff and parents build highly positive relationships through daily discussions and regular meetings. Parents are kept well informed about their children's progress.
- Staff support children's independence and social skills well. Children's behaviour is good. They treat each other with consideration and kindness following staff's good example.

It is not yet outstanding because:

- Staff do not plan for and use the outdoor area to its full potential for children who are more highly motivated to learn outside.
- The provider and staff are at an early stage of using their tracking system to help them address gaps in learning for groups of children as well as individuals. Staff do not yet fully use the information to evaluate the impact of their work, particularly for different age groups.

What the setting needs to do to improve further

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

- make best use of all areas to extend children's learning, particularly the outdoor area
- embed use of the pre-school's assessment and tracking systems to enhance the staff's evaluation of the impact of their work, particularly in checking the progress of different groups of children.

Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the provider and deputy manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took into account parents' written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider has taken steps to ensure sufficient staff are appropriately qualified in first aid. Staff are knowledgeable about procedures to follow if they have concerns about a child's welfare or development and follow them effectively if the need arises. Safe recruitment and induction procedures are in place to ensure the suitability of staff. Effective supervision arrangements and staff meetings promote good teamwork. Staff take up training to improve their teaching and share new expertise, for example in promoting mathematical development.

Quality of teaching, learning and assessment is good

Staff carry out regular assessments of children's progress and include the views of parents, particularly in the progress check for children aged two years. They successfully adapt mark-making and creative resources to meet children's individual needs. Staff listen to children's ideas and extend their learning with skilful questions and comments. Children at an early stage of speaking English catch up quickly with other children of their age and are confident talkers. Staff extend children's understanding of mathematical ideas with frequent songs, rhymes and counting games in groups. Outdoors, boys who are less keen to play and explore indoors, are excited by their outdoor experiments. They learn about shapes and volume when they construct channels to roll small balls between building bricks and they fit toy tools into boxes. However, staff do not plan for the outdoor area or use it extensively to encourage this good learning as fully as possible.

Personal development, behaviour and welfare are good

Routine activities during every session and the wonderfully clear explanations given by staff to the children about 'what we are going to do next' and 'why' support children very well as they settle in. As a result, children quickly develop positive attachments and a good sense of belonging. Parents ensure children's attendance for their allocated hours is good. Children respond attentively to staff and behave responsibly from their earliest weeks. This supports children's social and emotional development and they enjoy their learning. Staff ensure children choose healthy snacks and get plenty of healthy physical exercise indoors and outside. Older children gain confidence in their own ability as they manage hygiene routines, find their own coats and snacks and find the resources they want, independently.

Outcomes for children are good

Children, including children with very little experience of learning in a group or at an early stage of speaking English, make good progress from their starting points as staff teach the basics of speaking, listening and number well. Older children are working comfortably within the typical range of development for their age. They count confidently to 20 and beyond and use numbers, measures and shape names accurately in their imaginative games. They express their own ideas clearly and try out writing words and drawing as they play. They are well prepared with the personal and social skills for moving on to the next stage in their learning, including school.

Setting details

Unique reference number	115378
Local authority	Bexley
Inspection number	1036464
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	33
Name of provider	Julia Diane Matton
Date of previous inspection	20 April 2015
Telephone number	07813 756 536

Tweenies Pre-school registered in 1992. It is privately owned. It operates from Roberts Hall, at the rear of Christ Church. It opens from Monday to Friday 9.15am to 12.15pm in term time only. The pre-school provides for children with special educational needs and disability and for children who speak English as an additional language. The pre-school is in receipt of funding for two-, three- and four-year-old children. It employs ten members of staff including the provider. All staff hold appropriate early years qualifications.

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