

# Shelly Tots Pre-School

Mountfield Community Centre, 17 Sandway Road, Orpington, BR5 3TU



## Inspection date

5 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff make accurate and consistent assessments of children's progress and take into account what parents know about their children. Staff actively involve parents in continuing learning at home.
- Children make good progress in their learning. They concentrate well and develop strong listening skills.
- Children form strong emotional bonds with staff. They are confident, happy and ready to learn.
- Children learn to value and respect people who are different from themselves. They develop a strong understanding of what is acceptable behaviour. Children know the rules of the setting and show good social skills.
- Staff form effective partnerships with agencies and health professionals. They work closely together to provide consistent care and support for children.
- The manager and staff monitor children's progress carefully. They reflect on their practice effectively and make adjustments that help to improve children's learning experiences and narrow gaps in achievement.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to build on children's already strong independence and communication skills, for example, at snack time.
- Staff do not fully extend ways to build on children's knowledge of the natural world.

## What the setting needs to do to improve further

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

- review the organisation of snack times to consistently make the most of opportunities to further support children's learning
- build on opportunities for children to investigate and learn more about the natural world.

### Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector sampled children's learning records and other relevant documentation, including the self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and other staff.
- The inspector carried out a joint observation with the manager.

### Inspector

Alison Weaver

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep their safeguarding training up to date. They have a good understanding of how to deal with any child protection concerns. There are good procedures for dealing with accidents in the setting. All the required documentation that helps to support children's safety and welfare is in place and well maintained. The manager implements thorough recruitment procedures that help to ensure that staff are suitable to work with children. She supports staff development effectively. She carries out observations of staff to help improve practice and increase their teaching skills. There are good opportunities for staff to develop professionally and this benefits children positively. For example, a member of staff is using ideas gained at recent training to extend children's creative and imaginative play.

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

Staff provide a wide variety of resources and activities that are challenging and stimulating. They tailor activities to reflect children's current interests and meet individual learning needs. In general, staff interact effectively with children to extend their learning and develop their play. For example, staff ask questions and repeat words to help children to develop strong communication skills. Staff give children a strong sense of achievement, for example, when they celebrate what they have done. Children develop good mathematical skills, such as counting and recognising numbers at registration time. Staff reinforce children's awareness of letter sounds well and help them to develop strong early reading skills.

### Personal development, behaviour and welfare are good

Staff create an inviting and friendly atmosphere where children and parents feel at ease. Staff are caring, kind and approachable. Children readily cuddle up with staff for reassurance when they need it. Children show that they feel safe, secure and settled. Staff teach children a good understanding of how to stay safe. They help children to develop a good awareness of healthy lifestyles. For example, children have regular visits from a dental hygienist who explains how to look after their teeth. Staff also support children's health well by providing healthy snacks and plenty of exercise.

### Outcomes for children are good

Children develop well in the key skills they need to be thoroughly prepared for school. They are confident and independent. For example, children make choices and help themselves to resources. They take on responsibilities, such as being a helper for the day. Children communicate effectively and confidently share their ideas and thoughts. They develop good physical skills and coordination.

## Setting details

<b>Unique reference number</b>	EY490609
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1017225
<b>Type of provision</b>	Sessional 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>	37
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Shelly Anette Keepence
<b>Registered person unique reference number</b>	RP904286
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07789503741

Shelly Tots Pre-School registered in 2015. It operates from a community centre in Orpington, Kent. The setting opens every weekday during school term times. Opening times are from 9.15am to 12.15pm on Monday to Thursday and from 9.15am to 1.15pm on Friday. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs six staff; four staff, including the manager, hold appropriate early years qualifications. One member of staff has a qualification at level 4, another has a qualification at level 3, and two staff have level 2 qualifications.

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