

Little Monsters Pre-School

Howard de Walden Centre, Bluett Street, Maidstone, Kent, ME14 2UG



Inspection date

7 July 2016

Previous inspection date

20 July 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

- Children are happy, safe and secure. They have developed excellent relationships with staff that know them well and are responsive to their individual needs. Children are confident to explore their environment.
- The manager effectively evaluates the provision. She seeks the views of parents, children and staff to identify areas for further development. She supports staff well and encourages them to access training which meets their individual needs and the needs of the setting. This helps to improve practice and children's learning experiences.
- Staff help all children to make good progress in their learning, whatever their starting points. They are well prepared for the next stages in their learning, including the move to school.
- Staff regularly share information with parents about their children's learning and development. This helps parents to know how well their children are progressing. Parents are happy about all aspects of their children's learning.

It is not yet outstanding because:

- Occasionally, staff do not take all opportunities to fully extend children's learning, to help them make even better progress.
- The provision does not fully reflect the diverse backgrounds of the children attending. Children do not always have enough opportunities to recognise, learn about, and value their own cultures and those of others.

What the setting needs to do to improve further

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

- use every opportunity to extend children's learning in their everyday play activities, to help them make even better progress
- provide more opportunities for children to recognise and learn about their own cultural backgrounds and those of others.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including children's learning and assessment records, and planning documentation.
- The inspector checked evidence of the suitability checks and qualifications of the staff working with the children and the provider's self-evaluation and improvement plans.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

The manager is committed to driving improvement and has successfully addressed the actions and recommendations raised at the last inspection. She has evaluated the use of the premises and provided the younger children with an extra room. This helps to better meet their individual needs. Safeguarding is effective. All staff have a good understanding of their safeguarding responsibilities and they regularly refresh their knowledge of safeguarding procedures. They supervise children vigilantly in the indoor and outdoor play areas, keeping them safe. The manager monitors the progress made by individual children and different groups of children to identify gaps in their learning. Staff form effective partnerships with external agencies and professionals to make sure that children and families get the extra support they need.

Quality of teaching, learning and assessment is good

Staff skilfully support children's learning by encouraging them to enjoy a wide range of activities and resources. For example, they gently interact with children during play, asking them questions, introducing new words and encouraging their understanding. This helps to develop children's communication skills. Staff observe, assess and plan well for each child's further progress. They gather important information from the parents when children first start attending and observe children to identify their starting points and their next steps in learning. In addition, staff listen to children's ideas and include these in the planning of activities. Staff use effective teaching strategies and support children to learn in different ways.

Personal development, behaviour and welfare are good

Staff are deployed effectively in the provision in order to support children's care needs and routines. Children settle in quickly and form strong bonds with staff and the other children. This helps them to feel secure. Children behave well and display a good awareness of the boundaries in place. Staff provide gentle reminders about expected behaviour and encourage them to share and take turns. Children learn effective hygiene routines as part of developing self-care skills and independence. They play outdoors on a regular basis, where they enjoy fresh air and exercise and practise physical skills.

Outcomes for children are good

Children are confident and self-motivated learners. They make independent choices from the well-organised resources and direct and plan their own play. For example, younger children take the salad they have been using for a sensory activity to the home corner to extend their imaginary play. Children develop good mathematical skills as, for example, they measure the length of different shoes.

Setting details

Unique reference number	EY468478
Local authority	Kent
Inspection number	1022879
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 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Trudy Louise Glenister
Registered person unique reference number	RP516666
Date of previous inspection	20 July 2015
Telephone number	07973851262

Little Monsters Pre-School registered in 2013. It operates from a community centre in Maidstone, Kent. The pre-school is open Monday to Friday from 9am to midday 12pm, with some afternoon sessions available on Mondays, Wednesdays and Thursdays from 12.30pm to 2.30pm, term time only. There are eight members of staff, five of whom, including the provider, hold relevant early years qualifications at level 3.

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