

Maidstone YMCA Pre-School



Maidstone YMCA, Melrose Close, Cripple Street, Maidstone, Kent, ME15 6BD

Inspection date	28 September 2016
Previous inspection date	17 September 2012

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

- Leaders' self-evaluation is accurate and includes the views of parents, staff and children. For example, the outdoor area and resources have been enhanced to give children more opportunities to develop across all areas of their learning.
- The staff work well together as a team. They model positive relationships which help children learn how to behave towards others. Children learn and understand boundaries well. Their good behaviour shows that they feel safe.
- Relationships with parents are strong. Staff engage and involve parents effectively in the pre-school and in their children's learning. Parents value the bonds that staff have with their children and appreciate staff's support and the good-quality care.
- Staff undertake observations and assessments of children's development and use this information to help them identify next steps in learning, which they incorporate into the planning of activities. Children make good progress from their starting points.

It is not yet outstanding because:

- Staff do not consistently support all children learning English as an additional language effectively.
- Staff do not make good use of opportunities to help children practise their early writing and mark-making skills.

What the setting needs to do to improve further

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

- extend opportunities to help and support children with English as an additional language
- provide children with more opportunities to develop their early handwriting skills.

Inspection activities

- The inspector observed the quality of teaching and children's activities, and completed a joint observation with the manager.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and qualifications, and relevant policies and procedures.
- The inspector took account of the views of parents during the inspection.
- The inspector sampled children's observations, planning and assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

Leaders continually improve the quality of staff practice and they provide regular training and individual support. For example, following training on 'outcomes for boys', staff improved how they support boys to share their feelings into their favourite imaginative play and have tracked an increase in progress in this area for boys. Staff communicate well with other settings that children attend to share relevant information. This helps provide a consistent approach to children's care and learning. Leaders regularly monitor children's progress and make sure that activity planning takes into account any gaps in learning for individuals and specific groups. Safeguarding is effective. Staff have a secure knowledge about child protection. They are aware of the procedures to follow and how to report any concerns for children's welfare. Staff understand their role in preventing children being drawn into situations which put them at significant risk of harm.

Quality of teaching, learning and assessment is good

Staff have a good, secure knowledge of how to support children's individual learning needs. For example, staff repeat letter sounds clearly to improve children's developing language and communication skills. Staff gather detailed information from parents about children's interests and development at home to help them build on children's learning experiences. Staff use a wide range of resources well to engage children. For instance, the children enthusiastically used real tools and resources at the 'car wash' in the outdoor area. The activity positively encouraged turn taking and children's thinking skills.

Personal development, behaviour and welfare are good

The setting has a welcoming environment. Staff have a caring approach and a well-established key-person system helps children form secure attachments and supports their well-being and skills for the future. For example, at snack times the children help prepare their own food and pour their own drinks. Staff encourage children to be physically active and develop their awareness of healthy lifestyles. For example, children help grow fruit and vegetables in the garden. Leaders and staff actively support diversity. For example, children explore different festivals through planned activities.

Outcomes for children are good

Children use their imagination well, for example, they use blocks to create an 'animal land' in their imaginative play. They also enjoy bringing stories to life by sharing their real-life experiences. Children show good levels of independence and they are prepared well for their next stage in learning or school. They freely move between the indoor and outdoor areas, taking the lead and following their chosen play experiences. For instance, the older children set up 'home' in the quiet area, identifying their own roles as family members and using various resources to represent household objects.

Setting details

Unique reference number	EY419802
Local authority	Kent
Inspection number	1058971
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	28
Number of children on roll	68
Name of registered person	Maidstone YMCA
Registered person unique reference number	RP901717
Date of previous inspection	17 September 2012
Telephone number	01622 749404

Maidstone YMCA Pre-School registered in in January 2010. It operates from a purpose-built unit within a sports and community centre situated in Maidstone, Kent. The pre-school is open each weekday from 9am to 6pm for 38 weeks of the year. The setting receives funding for free education for children aged two, three and four years. There are 14 members of staff, including the manager, 10 of whom hold an appropriate early years qualification with one of them working towards a qualification.

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