

# Beresford Pre-School

The Scout Hut, Beresford Avenue, Rochester, Kent, ME1 2QX



<b>Inspection date</b>	3 October 2016
Previous inspection date	21 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager, staff and committee work extremely well as a team to improve all aspects of the provision. They continually identify their strengths and areas to monitor to help target their focus on improving the outcomes for children.
- Children are happy in this caring, safe and friendly environment. They are keen to explore both indoors and outdoors and they are very well motivated in their play.
- Children thrive in the well-organised provision. Staff provide a wide range of activities and experiences, and children make good progress in their learning and development.
- An initial home visit to new families by the manager and key person has proved invaluable in helping to settle the children quickly when they start at the setting. This supports parents to gain a better idea of how the pre-school operates and the importance of providing consistency in children's care and learning.
- The manager and staff monitor children's progress well and this supports them to identify any gaps in learning promptly. They also work closely with other professionals and key persons to provide support to help all children make better progress.

### It is not yet outstanding because:

- Staff do not consistently make the most of opportunities to build on children's independence skills throughout the day.
- Parents' feedback on their children's achievements and development progress at home is not consistently sought and used to help inform children's learning records.

## What the setting needs to do to improve further

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

- make better use of all opportunities to further support children's independence skills
- encourage parents to consistently contribute information on their children's achievements and progress at home.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, evaluating the impact this has on children's learning.
- The inspector completed a joint observation with the manager and held discussions about children's learning and progress.
- The inspector discussed various aspects of the provision with the manager and looked at relevant documentation and records, such as the self-evaluation form and children's records.
- The inspector spoke to a small selection of parents and took account of their views.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff display a very good knowledge of the procedures to follow should they have any concerns about a child. They are aware of how to identify any risk from extreme behaviour and views. Staff check for potential risks daily and minimise those found to help children stay safe and secure. Staff effectively work as a team and have made many improvements since their last inspection. For example, following on from training they have developed and implemented a robust assessment and monitoring system, to help them better plan for children's next steps in learning. The manager monitors staff practice and provides them with support and feedback to help develop their practice. These processes help ensure that children are supervised consistently and continue to progress well in their learning and development.

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

Staff provide a wide range of interesting and stimulating toys and resources. Children engage fully in their self-chosen activities. Staff get down to children's level, provide a running commentary and use skilful questioning to engage positively with them. Staff ensure that children have the opportunity to extend their play. For example, they use a 'beach' activity to bury and search for pebbles and shells, looking at them closely as they find them. They count the ridges in the shells and feel the smoothness of the pebbles.

### Personal development, behaviour and welfare are good

Children have great fun and spend much of their time playing outdoors. They mix up dirt, water and sand in the mud kitchen. This helps them learn to experiment and develop their awareness of the natural world. They take manageable risks in their play and they confidently use the large and small climbing equipment to climb up, down and across. This further develops their physical strength and skills. Staff encourage children to be confident and to keep trying. They give positive, meaningful praise as children explore new ideas and resources. This, and their introduction to healthy eating, helps to encourage children's growing awareness about the benefits of a balanced diet and physical activity for a healthy lifestyle.

### Outcomes for children are good

Children's personal, social and emotional development is given good attention. Children work well together and learn to share and take turns. They benefit from good role models in the staff. Children learn how to improve their speaking skills as they repeat new words and listen to instructions. They develop good mathematical skills, for example, as they measure the growth of the pre-school's sunflower. Children practise their early writing skills and make marks using paints, pencils and crayons. Children are supported very well for their move to the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	103784
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1037357
<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>	26
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Beresford Pre-school Committee
<b>Registered person unique reference number</b>	RP905268
<b>Date of previous inspection</b>	21 January 2016
<b>Telephone number</b>	07815048143

Beresford Pre-School registered in 1992 and is located in Rochester, Kent. It is open on Monday, Wednesday and Friday from 9am to midday and on Tuesday and Thursday from 9am to 3pm, during term time only. There are eight members of staff, seven of whom have relevant early years qualifications at level 2 or level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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