

# Scalliwags Pre-school

Youth Hall, St Andrew's Recreation Ground, Paddock Wood, Tonbridge, Kent, TN12 6HT



<b>Inspection date</b>	12 October 2016
Previous inspection date	21 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and staff regularly evaluate and review practice. For example, they meet each morning to discuss plans and evaluate how the day went at the end of each day. They use the feedback to make positive improvements for children.
- There are positive partnerships between parents and staff. This encourages a good level of consistency in children's learning, for instance, as they share details about children's achievements.
- Children learn skills that help prepare them well for school. For example, they develop early writing skills as they 'write' shopping lists in their role play.
- Staff effectively support children who speak English as an additional language to make good progress. For example, they learn some words in their home languages.
- Children have good opportunities to develop their physical skills and challenge their abilities. For example, they climb and balance on a wide range of play equipment.
- The effective key-person system helps children settle quickly. Children have strong relationships with staff and a positive level of emotional well-being.

### It is not yet outstanding because:

- At times, staff do not allow children sufficient time to think and respond to questions to develop their communication skills further.
- Staff miss some opportunities to encourage children to follow the rules and boundaries, to develop their understanding further of what is expected of them.

## What the setting needs to do to improve further

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

- extend the time given to children to think and respond to questions to develop their communication skills further
- improve opportunities to build on children's understanding of what is expected of them, through consistent reinforcement of the rules and boundaries.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager encourages staff to develop their skills and keep up to date with new ideas. For example, they go on regular training courses that are beneficial to the children and they share the information with staff and parents. The manager monitors the quality of teaching well. For example, she carries out individual observations on staff as they interact with children. They use the feedback to support plans and identify any training needs. For example, they share their thoughts in one-to-one support meetings. Staff communicate closely with other early years professionals to establish effective support for children's learning. For example, staff meet with the other setting staff where children attend to share ideas. All staff have a good knowledge of the safeguarding procedures to follow that help children remain safe and protected. Safeguarding is effective.

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

Staff support children to understand the move to school well. For example, children role-play dressing for school and practise putting on ties as part of the school uniform. The staff build positive partnerships with schools children will attend. Staff build on children's interests well. For instance, when children show enjoyment in building, staff created a small-scale building area with blocks and related books about builders. Children develop good imagination as they play. For example, they 'drill' and 'fix things' on work benches. The manager and staff effectively monitor children's progress on a regular basis. This enables them to highlight any gaps in development promptly and support them to close quickly.

### Personal development, behaviour and welfare are good

Staff are positive role models. For example, children are polite and they behave generally well. Children develop good social skills and enjoy the company of others. For example, they wait patiently to have their turn at activities and happily work as a team. Children learn the importance of respecting other people's differences and similarities. For example, they celebrate interesting festivals from around the world such as the Chinese moon festival. Children develop good physical well-being. They understand the importance of healthy lifestyles. For instance, they grow vegetables, such as tomatoes and carrots, and eat them for snacks.

### Outcomes for children are good

All children make good progress in their development including those who have additional needs. They learn a good range of skills that helps support their future learning. Older children learn about mathematics, for example, as they manage simple sums when they add and take away money as they 'shop'. All children are confident and develop good independence.

## Setting details

<b>Unique reference number</b>	127519
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061330
<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>	30
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Scalliwags Pre-School Committee
<b>Registered person unique reference number</b>	RP904752
<b>Date of previous inspection</b>	21 June 2013
<b>Telephone number</b>	01892 835980

Scalliwags Pre-school registered in 1999. It operates from a single-storey building in Paddock Wood, Kent. The pre-school is open on Monday, Wednesday and Friday from 9am to midday and from 12.45pm to 3.45pm, and on Tuesday and Thursday from 9am to 3.45pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 11 staff, four of whom hold a recognised level 3 early years qualification and one member of staff holds a relevant level 6 qualification.

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