

St Marys Pre-School

St Marys Church Centre, Worlds End Lane, Orpington, Kent, BR6 6AF



Inspection date	17 October 2016
Previous inspection date	4 March 2013

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

- Children are confident, secure and have good levels of emotional well-being. They make their own choices about what they play with and are motivated, stimulated and involved. For example, they enjoy learning through their play.
- Children make good progress from their starting points. Staff use their observations and assessments of children's play to help identify the next steps in their learning.
- There are good procedures to help staff and the manager reflect on their practice. For example, they discuss areas to improve and make changes quickly in response. The manager seeks the views of parents verbally and observes how the children use the environment to identify areas to improve further.
- Children enjoy playing outside. Staff provide a range of resources, such as balls and stilts, and encourage children to go on bug hunts. This helps to develop their physical skills and their awareness of the natural world around them.

It is not yet outstanding because:

- Staff, on occasions, do not effectively organise some activities to provide children with consistent challenge to help fully extend their learning.
- Managers and staff have not established fully effective partnerships with other early years settings that children attend to develop a shared approach to supporting children's development.

What the setting needs to do to improve further

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

- review and improve organisation of some activities to provide children with consistent challenge to help them make the best possible progress
- explore further ways to share information with other early years settings that children attend to provide a consistent approach to supporting children's learning and development.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector took into account the views of parents.
- The inspector held discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector
Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow if they have concerns about a child's welfare and the action to take. They help children learn to minimise risks. For example, staff teach children how to use scissors correctly and be aware of others around them when playing with balls. The manager provides staff with regular opportunities to discuss their skills and knowledge and identify areas of their practice to develop further. Staff attend training courses and share new ideas and skills on their return with the rest of the team. For example, training on behaviour has helped all staff to agree strategies to manage children's behaviour consistently.

Quality of teaching, learning and assessment is good

Children concentrate and persevere when trying new activities such as using scissors to cut out different shapes. Children are keen to involve staff in their play. For example, staff in the role-play area help them to develop their knowledge and build on their imaginative doctor play. Staff support children with special educational needs well. For example, they work closely with other professionals to agree strategies to meet children's individual needs effectively and help them make progress. Staff work closely with the schools that children are due to attend. For example, the manager visits with children before and during the move to help them become familiar with the new environment. This helps children to settle easily and supports their emotional well-being.

Personal development, behaviour and welfare are good

Children demonstrate a good sense of responsibility for their environment. They eagerly help to tidy away the toys and activities with which they have been playing. Staff provide good opportunities for children to develop their physical skills. For example, children thoroughly enjoy climbing over, under and through equipment indoors and playing with balls in the garden. They learn to manage their own safety and take well-considered risks. For example, they challenge themselves and jump from climbing apparatus. Snack time is a social occasion. Children enjoy serving food and drink and talking to their friends and staff, sharing things that are important to each other.

Outcomes for children are good

Children make good progress and learn key skills to prepare them for school. For example, they take turns, participate and listen well during large-group activities such as singing, music and movement sessions. Children have good language and communication skills and are confident to share their thoughts and ideas with other children and staff.

Setting details

Unique reference number	EY358808
Local authority	Bromley
Inspection number	1062075
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	32
Number of children on roll	34
Name of registered person	Wendy Patricia Parkins
Registered person unique reference number	RP514413
Date of previous inspection	4 March 2013
Telephone number	01689 862841

St Marys Pre-School registered in 2007 and is privately owned. It operates from church halls in Orpington, Kent. The pre-school operates on Monday to Friday from 9am until midday during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are nine members of staff. Of these, six hold recognised early years qualifications.

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