

ABC Pre-School Group

ABC Playgroup, 13-14 Mercury Close, Rochester, Kent, ME1 3AT



Inspection date

8 November 2016

Previous inspection date

27 November 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

- The staff build positive partnerships with parents. They encourage a good level of consistency in children's learning. For instance, they share ideas with them in parent workshops.
- Children learn skills that help to prepare them for their future learning. For example, they develop good early writing skills as they make marks to represent their names.
- The managers accurately monitor and track children's individual and group progress. This enables them to highlight any gaps in development quickly and offer support to close them. All children make good progress.
- Children have good opportunities to develop their physical skills. For instance, they climb, balance and negotiate obstacles such as walking beams.
- Staff communicate well with other early years professionals. For example, they share children's achievements and this helps to provide positive outcomes for children's learning.
- There is a wide range of opportunities for children to express themselves. For example, they use their creative skills to make pictures using a variety of different materials.

It is not yet outstanding because:

- Staff miss opportunities to fully engage all children in learning, particularly during changes in the routines.
- Staff do not make the most of opportunities to extend children's understanding of other languages further.

What the setting needs to do to improve further

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

- improve the organisation of some routines to fully engage all children
- develop the range of opportunities to extend children's understanding of other languages further.

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 managers accurately evaluate and review practice. For example, they observe staff teaching children and give constructive feedback to them. The managers monitor the consistency of teaching effectively. For example, they hold regular one-to-one support meetings and have daily discussions about the day's activities with the staff. The managers encourage staff to develop their knowledge and skills further. Staff attend a range of training, which helps to develop their practice. For example, they have made improvements to the range of opportunities that children have to use their early literacy skills in their play. Additional funding helps to support children's individual needs. All staff have a good knowledge of the safeguarding procedures to follow to help keep children safe and protect their welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff help children to develop good communication and language skills. For example, they ask children questions to encourage them to think and solve problems. Children are confident communicators and are keen to share their thoughts with staff. Staff help children to prepare for their move to school well. For example, they talk to children about what they may experience at school. Staff build on children's interests skilfully. For instance, when children show a keen interest in a topic, they have the opportunity to visit the library bus and choose related books to support their learning. Children develop a good understanding of the world around them. For example, they carry out nature hunts and visit the nearby marina.

Personal development, behaviour and welfare are good

Staff know the children well. This supports children to settle confidently into play. Children develop a good sense of belonging and a positive level of emotional well-being. Staff are good role models. For example, children are polite and behave well. Children celebrate a good range of festivals from around the world, which helps them to learn about the wider world and respect other people's cultures. Children understand the importance of leading healthy lifestyles. For example, staff provide nutritiously balanced meals and 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 to support their future learning. For example, children count and discuss colours in their play, which helps to develop their early mathematical skills. Children wait patiently to take their turn, compromise and share well with their friends. Children gain a sense of care and kindness. For example, they visit local residential homes to share the harvest festival with them.

Setting details

Unique reference number	103780
Local authority	Medway Towns
Inspection number	1061149
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	23
Number of children on roll	31
Name of registered person	Action for Borstal Community Project
Registered person unique reference number	RP526394
Date of previous inspection	27 November 2013
Telephone number	01634 817454

ABC Pre-School Group registered in 1995. It operates from two converted ground floor flats in Rochester, Kent. The pre-school is open on Monday and Friday from 9.15am to 11.45am and on Tuesday, Wednesday and Thursday from 9.15am to 3pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 staff, seven of whom hold an early years qualification at level 3. One member of staff holds an early years qualification at level 4 and two members of staff hold a relevant level 5 qualification.

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