

# St George's Pre-School & After School Club

St. Georges Church Hall, 25-27 Albemarle Road, Beckenham, Kent, BR3 5HZ



## Inspection date

11 January 2017

Previous inspection date

6 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

- Leaders and managers have a secure understanding of their roles and responsibilities to support children's welfare. They have a good knowledge of safeguarding policies and procedures to ensure children's safety is prioritised well.
- Staff observe and plan children's learning well overall. Additional funding is used well to support children's individual needs. All children make good progress from their starting points. They gain the skills they need for their move to school.
- Staff encourage children's motivation and interest well during their play. For example, they provide a good balance of activities, some that they lead and others that children can choose for themselves.
- Staff discuss positive behaviour with children, who listen carefully to their clear and consistent guidance. Children behave well.
- Leaders complete thorough risk assessments of their environment, to identify and minimise any hazards.

### It is not yet outstanding because:

- Managers do not use all opportunities to support and monitor staff practice more rigorously, to further improve practice and help children make even better progress.
- Staff do not fully involve parents when planning children's next steps in learning, to extend children's learning and help them to achieve at a higher level.

## **What the setting needs to do to improve further**

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

- enhance the way that staff are monitored, to ensure that the tracking of children's learning is more rigorous and helps children to progress even more rapidly
- develop further parents' involvement in children's learning and development, to identify and agree children's next steps in learning.

### **Inspection activities**

- The inspector had a tour of the areas used for the pre-school and after-school club, and completed a joint observation with the manager.
- The inspector observed the quality of teaching and staff's interactions with children.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### **Inspector**

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers evaluate the provision well overall, to maintain good-quality teaching. For example, they have improved the way they organise the environment to extend children's ability to explore and develop. Staff enhance their knowledge of how to support the needs of all children, and they use professional development opportunities well to improve outcomes for children. Safeguarding is effective. Staff securely understand the signs and symptoms that would cause them concern about a child's welfare and the processes to follow. They know what to do if anything affects their suitability to care for children. Partnerships with parents and professionals are good and help to provide consistency for children and support their welfare. Parents are very happy with the quality of care and support provided for children.

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

Staff have a good overview of the development of individual and groups of children, helping them to quickly identify and close any gaps in their learning. Older children focus very well and are engrossed in their play. Staff encourage children's communication skills effectively. Staff help children as they learn to use different equipment to support their balance and control their body movements well as they play. They successfully encourage children's mathematical development. For example, they talk about objects that are 'heavy' and 'light', and they encourage children to balance items on scales. Children investigate how many objects they need for the scales to balance.

### Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. Children settle quickly and develop secure attachments with staff, who help to support their emotional well-being effectively. Staff offer children clear guidance to help them understand their expectations. For example, they encourage children to share, wait for their turn and listen well. Staff help children to understand what to do in the event of emergency to keep themselves safe. Staff support children's health well; for instance, as they provide nutritious snacks. Children have good opportunities to be physically active and learn about healthy lifestyles. Staff help children learn that their views are valued and important. Children are respectful and they learn about people's similarities and differences beyond their own.

### Outcomes for children are good

Children have good levels of independence. For example, they select activities and lead their play. Children show developing literacy skills. For example, they learn about letters and their sounds. Children are imaginative and sociable. They invite others to join in with their role play and work together well. They learn to count and to sort objects according to colours. Children are supported well for future learning and starting school.

## Setting details

<b>Unique reference number</b>	EY413935
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1062394
<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 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Susan Amanda Matthews
<b>Registered person unique reference number</b>	RP515749
<b>Date of previous inspection</b>	6 March 2013
<b>Telephone number</b>	0208 650 6459 or 07929737095

St George's Pre-School & After School Club was established in 1998 and re-registered under a new owner in 2010. It is situated in Beckenham, in the London Borough of Bromley. The setting operates Monday to Friday, from 8.45am to 11.45am, and from 12.30pm to 3pm, during term time only. A full-day session operates from 8.45am until 3pm. An after-school club, opens from 3.15pm to 6pm each weekday. There are eight members of staff, including the manager/owner who has an early years degree. Of the remaining staff, two hold relevant early years qualifications at level 3. The provider receives funding for the provision of free early education to children aged two, three and four years.

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