

# Devonshire Rooms Pre-school

Waghorn Road, Snodland, Kent, ME6 5BQ



<b>Inspection date</b>	25 January 2017
Previous inspection date	24 October 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

- Staff provide a well-resourced, welcoming environment. Children have easy access to a wide range of toys inside and outside that help to support their learning. They are independent and make informed choices in their play. Children make good progress.
- Staff have good partnerships with parents. They share information with parents regularly to assist with home learning to help provide continuity of care.
- The manager has a clear understanding of her responsibilities. She involves staff in the monitoring and evaluation of the pre-school and regularly takes into account the views of parents. This helps to ensure everyone feels valued.
- The manager and staff implement good safeguarding procedures that help to keep children safe and meet their care and well-being needs effectively. For example, staff are deployed well throughout the day and constantly risk assess the environment.
- Children who are learning English as an additional language make good progress. Staff provide opportunities for them and their parents to share their cultures and languages, which helps to include and involve children.

### It is not yet outstanding because:

- Staff do not consistently make the most of all opportunities to extend children's learning further.
- At times, staff do not effectively organise the daily routines to keep children consistently occupied and engaged.

## What the setting needs to do to improve further

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

- continue to improve staff's skills to help them make the most of all opportunities to extend children's learning further
- review and improve the organisation of some daily routines to keep children fully engaged and occupied.

### Inspection activities

- The inspector spoke to the manager about the management of the pre-school and how she works with parents and other professionals.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including children's assessments, planning information, staff qualifications, training and safeguarding procedures.
- The inspector observed staff practice and spoke to them at appropriate times during the inspection.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager fully understands child protection issues and the procedure to follow if they have concerns to help maintain children's welfare successfully. The manager and staff accurately monitor and track the progress of all children. Any gaps in learning are quickly identified and appropriate action taken. Overall, the manager supports staff practice. For instance, she meets regularly with staff and encourages them to attend training. The manager and staff have made positive changes since the previous inspection. Areas identified for improvement have been successfully addressed. For example, staff evaluated the pre-school environment and developed the use of literacy in all areas. The manager has strong connections with other professionals and local schools to help ensure children and their families receive any extra assistance they might need.

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

Staff make effective use of observations and assessments to help them identify children's next steps in learning and plan activities which motivate them to learn. Children make good progress in their speech development. For example, staff make good use of commentary and repetition to reinforce pronunciation. Children confidently explore the environment and investigate the variety of experiences on offer. For instance, they use binoculars to view distant objects and use balancing scales to see which play dough dinosaur egg is heaviest. Children enjoy being creative and develop positive social skills. They eagerly engage in role play with their friends, such as setting the table in the home corner ready for dinner.

### Personal development, behaviour and welfare are good

Children form close bonds with the staff, who follow secure settling-in procedures that help to support children's emotional well-being. Children's behaviour is appropriate for their age. They receive clear, positive instructions from staff, who are good role models for children. Children learn how to lead healthy lifestyles. They have daily opportunities to exercise, which helps to develop their physical skills. Meals are a social event where children sit together to eat their packed lunches. Children learn to respect and value differences between themselves and others.

### Outcomes for children are good

All children, including those who are learning English as an additional language, make good progress in their learning and development. They are confident learners who are eager to engage with the variety of resources offered. For instance, they enjoy searching for dinosaurs in soil. Children are keen to interact with others, for example, they share the musical instruments and investigate the sounds they make. Children develop the skills they need for their future learning and move on to school.

## Setting details

<b>Unique reference number</b>	EY303225
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061885
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Tracy Jane Hann
<b>Registered person unique reference number</b>	RP902981
<b>Date of previous inspection</b>	24 October 2013
<b>Telephone number</b>	01634 240139

Devonshire Rooms Pre-School registered in 2005. It operates in Snodland, Kent. The group provides care from Monday to Friday from 9am to 3pm during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five staff, including the owner. All staff hold a relevant childcare qualification at level 2 or above.

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