

PCC St Stephen's - STEPS

37 Waterloo Road, Tonbridge, Kent, TN9 2SW



Inspection date	23 March 2017
Previous inspection date	13 January 2015

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 manager and staff evaluate and review their practice effectively. For example, staff have designated areas of the pre-school environment that they keep fresh and exciting.
- Staff establish positive relationships with other professionals. For instance, they hold regular meetings to discuss children's development. Children make good progress.
- Children have many opportunities to practise their literacy skills, such as writing their names and making marks in a variety of ways, such as using clipboards to write lists.
- Staff are positive role models. Children are polite and behave well. For example, they say please and thank you without prompts, and happily share resources.
- Children develop good communication skills. For instance, staff ask challenging questions that encourage children to think and respond. Children are confident to share their thoughts and ideas, such as making up songs during group singing times.
- There are good opportunities for children to explore and learn about the world around them. For example, they enjoy using binoculars to participate in bird watching.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's awareness of diversity, to help increase their knowledge of the wider world.
- Staff do not make full use of opportunities to support children to manage daily tasks for themselves, to further strengthen their independent skills.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their understanding of other peoples' similarities and differences in the wider world further
- increase opportunities for children to develop their independence to enhance their skills even further, in preparation for school.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at 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.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively monitors teaching practice. For example, she observes staff and holds daily discussions to offer ongoing support, including evaluating activities. She monitors staff's overall performance well and makes plans to drive improvement. This has had a positive impact on children's learning. The manager ensures that she keeps staff's knowledge and skills up to date, as well as building her own. For example, staff attend regular training on the different ways to teach early mathematics. Staff establish positive relationships with parents. For instance, they share children's achievements on a regular basis as well as resources, such as books. Staff build good links between home and the setting, and keep parents fully involved in their children's learning. Safeguarding is effective. All staff have a secure knowledge of the safeguarding procedures, and know who to contact to follow up any concerns to protect children's welfare.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's progress. This enables them to promptly highlight any gaps in their development and provide individual support to children to close these effectively. Overall, staff support children to prepare for their transfer on to school well. For example, they talk to children about school and describe the changes they may experience. Staff build on children's interests well. For example, while children create pictures with pasta, staff encourage them to look at different types of pasta and then support them to make their own homemade pasta.

Personal development, behaviour and welfare are good

Staff know children and their individual personalities well. They establish secure and trusting relationships with them. This helps children settle quickly and develop their well-being, self-esteem and a good sense of belonging. Children develop a good understanding of healthy lifestyles. For example, they have many opportunities to be physically active as well as rest, such as partaking in quieter activities. Children have good opportunities to challenge their physical abilities. For example, they climb trees and explore different ways of moving as they negotiate obstacles, such as balancing beams.

Outcomes for children are good

Children of all abilities make good progress in their learning in relation to their starting points. Overall, they learn the necessary skills to move on to the next stage in their learning. For instance, they develop good early mathematical skills, such as counting and doing simple sums. Children learn about complex ideas, for example, they enjoy exploring light and dark and creating shadows with torches.

Setting details

Unique reference number	956291
Local authority	Kent
Inspection number	1085779
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	66
Name of registered person	St. Stephens Tonbridge Parochial Church Council
Registered person unique reference number	RP908027
Date of previous inspection	13 January 2015
Telephone number	01732 363642

PCC St Stephen's - STEPS registered in 1979. It is located in Tonbridge, Kent. The pre-school operates term time only. It is open Monday to Friday, from 8.45am until 3.45pm. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff, four of whom hold relevant early years qualifications at level 2 and five hold relevant early years qualifications at level 3.

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