

Penenden Heath Pre-School



Penenden Heath Social Hall, Penenden Heath, Penenden Heath, MAIDSTONE, Kent, ME14 2DH

Inspection date	25 May 2017
Previous inspection date	14 May 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

- Staff support children's literacy development well. For example, they provide reading and writing opportunities inside and outside.
- Children have a sense of pride in their achievements. For instance, staff display their artwork and drawings at the pre-school. Staff use the information from their observations and assessments well to plan for children's next stage in learning. Children make good progress and gain the skills they need for their move to school.
- Staff are positive role models and foster good relationships with each other and children. For example, they thank children for helping them with tasks.
- Staff encourage children to explore and investigate using their senses. For instance, they listen to the sound pasta and lentils make in containers.
- The manager oversees her staff well. For example, she provides regular meetings, observes their practice and identifies relevant training. This helps to develop staff's knowledge and skills.

It is not yet outstanding because:

- Staff do not make the most of opportunities to help children do things for themselves and support their independence further.
- Staff do not consistently help children learn about each other's similarities and differences, and those beyond their own experience.

What the setting needs to do to improve further

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

- build further opportunities for children to fully develop their independence
- increase opportunities for children to learn about each other's backgrounds and diversity.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector viewed all the areas of the pre-school.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and of the processes to follow. They know how to identify children who are being exposed to extreme ideas and views. The manager successfully monitors children's progress, including specific groups. This helps her identify any gaps in development early and provide the appropriate support. The manager evaluates the pre-school well. She identifies areas of weakness and sets targets for improvement. This helps to develop the quality of the provision and provide better outcomes for children. Staff work well with other settings and professionals to help provide a consistent approach in meeting children's individual needs.

Quality of teaching, learning and assessment is good

Staff successfully support children's learning and development. They build their mathematical development well, such as counting and introducing the idea of 'more or less'. Staff effectively develop children's communication and language skills. For example, they ask them to recall their past experiences and engage them in conversations. Staff encourage children's imaginative skills. For instance, they provide a role-play area with a mixture of real and toy fruit and vegetables for children to engage in 'shopping'. Staff ask questions to help children think for themselves and take their learning further. They provide regular opportunities to involve parents in their children's learning. For example, they have daily discussions, offer parents' evenings and send regular emails. This helps parents to continue their children's learning at home.

Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. Children are happy and enjoy their time at the pre-school. Staff successfully support children's emotional well-being. For example, they conduct home visits before they start, to help form positive relationships. Staff provide daily opportunities for children to be physically active, such as riding bicycles, climbing and dancing with ribbons outside. They support their understanding of healthy lifestyles, such as offering nutritious snacks. Staff provide children with clear guidance and explanations to help them manage their own behaviour. For instance, they encourage sharing and taking turns.

Outcomes for children are good

Children make progress that is relevant for their age and gaps in development are steadily closing. They are confident to talk to adults and share their experiences, such as about their siblings and their move to school. Children develop their understanding of the world around them. For example, they talk about the chicks that have hatched and how apple seeds grow into trees.

Setting details

Unique reference number	127441
Local authority	Kent
Inspection number	1089353
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	24
Number of children on roll	63
Name of registered person	Penenden Heath Pre School Committee
Registered person unique reference number	RP910805
Date of previous inspection	14 May 2015
Telephone number	07941 055 782

Penenden Heath Pre-School registered in 1994 and is situated in Maidstone, Kent. The pre-school is open each weekday from 8.45am to 2.45pm, during term time only. The pre-school employs 10 staff, eight of whom have relevant childcare qualifications to level 3 or above. The provider receives funding to provide free early education for children aged two, three and four years.

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