

Bo-Peeps Pre-School

Halling Community Centre, High Street, Halling, Rochester, Kent, ME2 1BS



Inspection date

27 September 2017

Previous inspection date

18 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

- Managers and staff thoroughly monitor and track the achievements of different groups of children. They successfully identify how they will plan suitable activities and experiences, to ensure children make good progress in all areas of learning.
- Staff help children to behave well. They regularly use praise and encouragement to motivate children to take turns and negotiate as they play.
- Staff provide many opportunities for all children to develop independence. For example, children can successfully peel bananas and pour their choice of drink at snack time.
- Children can explore their mark-making and early writing skills in many ways. They enjoy writing with a purpose. For example, children are proud of the plan they have drawn for a building activity, involving large boxes and tape.
- Children arrive happily at pre-school and settle quickly. They develop secure relationships with all staff. Staff know the children well and talk with them about their home life and current interests.
- Parents report that they are very happy with the pre-school. They describe the staff as brilliant teachers, very friendly and lovely people.

It is not yet outstanding because:

- Children do not have sufficient opportunities to learn about the diversity of different people's backgrounds.
- Sometimes, parents are not consistently involved in their children's progress, or encouraged to contribute fully towards their children's learning and development.

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 learn about the differences and similarities between themselves and others
- increase ways to work more closely with parents, to further involve them in their children's progress and home learning.

Inspection activities

- The inspector observed a range of activities and the quality of teaching indoors and outside.
- The inspector carried out a joint observation with both managers.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector looked at documentation, including policies, accident records, staff recruitment and children's development information.
- The inspector held a meeting with the managers. She looked at documentation relating to self-evaluation and discussed development plans.

Inspector

Kirsty Hillocks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Thorough recruitment and vetting procedures are in place. The managers and staff know how to protect the children in their care. They have a secure knowledge of the correct procedures to follow if they have concerns regarding a child's welfare. Staff have a good understanding of all aspects of keeping children safe. They teach children to play safely, such as reminding them how to hold scissors correctly. Staff refresh their skills regularly and attend appropriate training. For example, staff have improved how they engage with children using both verbal and non-verbal interaction. Staff work well with other professionals to ensure that specific children receive the additional support they need. The managers use self-evaluation well. They accurately identify their current strengths and outline the areas they are keen to improve.

Quality of teaching, learning and assessment is good

Children are enthusiastic learners and they demonstrate good levels of involvement during their chosen play. They excitedly select their ingredients as they make play dough. Staff are skilled at watching, listening to and questioning children to extend their learning successfully. For instance, they ask children why the balls are rolling down the drainpipe. Children are keen to learn about their bodies. For example, they notice and count marks on their arms and staff use this opportunity well to teach them new words, such as 'freckles'. Staff use observations and regular assessments to plan activities that are appropriate for individual children. They successfully build on children's imagination and current love of superheroes, such as by providing role-play masks to enhance children's play and learning further.

Personal development, behaviour and welfare are good

Children benefit from initial stay-and-play sessions which help them feel safe and settled before they join pre-school. Children quickly become familiar with routines, such as self-registration and tidy-up time. Staff help children learn to lead a healthy lifestyle effectively. For example, children know the importance of washing their hands before eating. Children have daily opportunities to practise their physical skills indoors and outdoors. For example, younger children enjoy climbing on the soft-play equipment and older children happily dig in the mud garden with their spade.

Outcomes for children are good

Children, including those receiving funding, make good progress from their starting points. They learn a good range of skills to prepare them for the next stage in their learning and their eventual move to school. Children express their ideas and thoughts confidently and use mathematical language as they play. For instance, pre-school children explain how far the bucket must travel along the rope, and younger children talk about the various lengths of construction toys as they build a pretend giraffe. Children develop a love of reading and access a wide range of books. They practise their early reading skills regularly and can recognise their own name.

Setting details

Unique reference number	103787
Local authority	Medway Towns
Inspection number	1088936
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	36
Number of children on roll	49
Name of registered person	Jane Margaret Adams and Jacqueline Ruth Tickner Partnership
Registered person unique reference number	RP903502
Date of previous inspection	18 May 2015
Telephone number	01634 243696

Bo-Peeps Pre-School registered in 1998. It operates each weekday from 9.15am to 2.15pm, during term time only. The pre-school receives funding for the provision of early years education for children aged two, three and four years. The provider employs eight members of staff, all of whom hold appropriate early years qualifications between level 2 and level 6.

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