

Catkins Pre-School

Tunbury Hall, Catkin Close, Walderslade, Chatham, Kent, ME5 9HP



| | |
|--------------------------|-----------------|
| Inspection date | 6 October 2017 |
| Previous inspection date | 6 February 2014 |

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff establish positive partnerships with parents and help keep them fully involved in their children's good progress. For example, parents regularly add to their children's learning records.
- Children have good opportunities to explore and investigate the world around them. For instance, children observe insects using magnifying glasses on bug huts.
- The managers and staff work effectively together to review their practice. For example, they have daily discussions to talk about the day's events and how well the activities captured children's interest. They use their findings to support action plans.
- Children learn good early reading skills to support their future learning. For instance, they recognise simple words and explore a range of print with good confidence.
- Staff support children to develop good communication skills. For example, they ask all children challenging questions and give them time to respond confidently.
- Staff establish extraordinarily positive relationships with children. Children demonstrate an impressive enthusiasm in their play and an outstanding level of self-esteem and sense of belonging.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's interest in creative activities to develop their skills even further.
- Staff do not make the most out of links with other settings children attend, to improve the consistency of their shared care and learning and further support their progress.

What the setting needs to do to improve further

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

- review and improve children's opportunities to develop their interest and skills in creative activities in more extensive ways
- strengthen the partnership with other early years professionals in settings children also attend, to help provide a more consistent approach to their shared care and learning opportunities.

Inspection activities

- The inspector observed staff 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 took their views into consideration.
- The inspector carried out a joint observation with one of the managers and discussed the teaching and learning that took place.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers closely monitor the quality of care and learning opportunities that staff provide for children. For example, they observe staff daily and provide them with helpful advice to support their future performance. The managers and well-qualified staff are keen to build on their knowledge and skills even further and keep up to date with new ideas. They attend regular training beneficial to their practice, for instance, learning about the different ways children enjoy play. The managers and staff closely monitor children's progress. This enables them to recognise any gaps in their development and provide them with good individual support to help them catch up in their learning. Safeguarding is effective. All staff, including the managers, have a good knowledge of the safeguarding and child protection procedures to help children remain healthy and safe, including knowing whom to contact to follow up concerns. Staff complete thorough risk assessments to cover all aspects of practice. This helps ensure they prevent children from harm.

Quality of teaching, learning and assessment is good

Staff skilfully help children prepare for their future move to school. For instance, children learn what is expected of them as they participate in weekly exercise sessions and learn to change into their exercise clothes with good independence. Staff build on children's interests effectively. For example, when children enjoy exploring the difference between light and dark, staff extend their learning and encourage them to explore shadows and the shapes they can make. Children learn about life cycles. For example, they enjoy watching their caterpillars develop into butterflies before releasing them into the wild.

Personal development, behaviour and welfare are outstanding

Children are extremely polite and behave impeccably. Children show amazing empathy and compassion. For instance, they comfort their friends in heartfelt ways and help them resolve minor disappointments. Children have outstanding opportunities to challenge their physical skills. For example, they explore more complex movements such as walking on stilts. Children develop an exceptionally good understanding of healthy eating. For example, they discuss the different food groups and their benefits as they eat, such as how vitamins and protein keep them healthy, and staff talk to them about portion sizes. Children have an excellent understanding of the wider world, such as learning about other religious beliefs like Judaism and Buddhism.

Outcomes for children are good

Children of all ages, including those who speak English as an additional language, make good progress in relation to their established starting points. Children learn good early writing skills. For example, they confidently 'write' a list to record what they find in regular nature hunts. Children gain good mathematical understanding. For instance, they count beyond 10 and complete simple sums as they play.

Setting details

| | |
|--|--------------------------------|
| Unique reference number | EY463305 |
| Local authority | Kent |
| Inspection number | 1069341 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 41 |
| Number of children on roll | 63 |
| Name of registered person | Catkins Pre-School Partnership |
| Registered person unique reference number | RP532649 |
| Date of previous inspection | 6 February 2014 |
| Telephone number | 07944 215 866 |

Catkins Pre-School registered in 2013. It is located in Chatham, Kent. The pre-school is open term time only on: Monday, Wednesday and Thursday 8.45am until 11.45am (September to December inclusive); Monday, Wednesday and Thursday 8.45am until 3.30pm (January to July inclusive); and Tuesday and Friday 8.45am until 3pm. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 members of staff, all of whom hold a relevant early years qualification at level 2 or above, including eight members of staff who hold a level 3 and two members of staff who have early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

