

Kings Pre-School

St. Philips & St. James Church, King George Road, Chatham, Kent, ME5 0TZ



Inspection date	24 November 2017
Previous inspection date	4 February 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

- Partnerships with parents and other professionals are good. Staff work closely with others to meet children's individual needs and those who may need more support.
- Staff provide regular opportunities to involve parents in their children's learning. For example, they share children's progress at termly meetings and give parents ideas on how to continue their children's learning at home.
- Staff promote children's communication and language development extremely well. They use sign language effectively to support children as they develop their speech as well as using questions to help children think.
- The management team is committed to improving outcomes for children. For example, it supports staff to access further training to improve their knowledge and skills. This helps children to continue to make good progress.
- Children's personal, social and emotional development is given high priority by staff. Staff build good relationships with children and ensure they are emotionally secure.

It is not yet outstanding because:

- There are not as many opportunities for children who learn best outside to extend their play and learning.

What the setting needs to do to improve further

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

- develop more opportunities for children to extend their play and learning, particularly for those identified children who learn best outside.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector checked evidence of staff suitability, qualifications and training.
- The inspector spoke to parents and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Janine Scott

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified staff and the manager have a good understanding of the early years foundation stage requirements and implement them effectively. Safeguarding is effective. Staff have a clear understanding of what to do if they have any concerns about children's welfare. The manager follows very in-depth recruitment procedures to ensure staff are suitable. The manager completes regular observations of staff to discuss areas of strength and for improvement at their support meetings. The manager effectively evaluates the pre-school, such as using observations and tracking of children's progress to plan future improvements. For example, having identified the need to extend children's early reading skills, staff attended training that helped them engage children in learning about letters and the sounds they represent.

Quality of teaching, learning and assessment is good

Staff ensure planned activities are built on what children already know and adapt their teaching methods appropriately. Children develop a good understanding of mathematics. For example, staff use words, such as 'in', 'out', 'bigger' and 'smaller', in addition to counting and adding one more to make a greater number. Children develop a love of books. Staff enthusiastically read them stories and children join in with the familiar phrases. Staff gather information from parents about starting points and assess and plan for children's next stage of learning. The manager monitors groups of children to ensure they are making good progress.

Personal development, behaviour and welfare are good

Relationships between children and their key person are strong. Staff are sensitive, stimulating and responsive to children's emotional needs. Children are polite, behave well and clearly follow the rules that staff consistently apply. Staff support children to build their confidence. For example, they praise children for their achievements. Staff are vigilant in ensuring children's well-being and understand how to keep them safe. For example, they complete daily checks of all areas children will access and in which they will play. A member of staff takes the lead to ensure children develop a healthy lifestyle. For example, they are offered a healthy range of food and drinks at snack time.

Outcomes for children are good

Children make good progress in their learning and are ready for their move to school. They eagerly learn about the wider world. For example, they regularly visit the local area, such as the nearby park, and have visits from the police and a nurse who talk to them about their jobs. Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and role-play resources, and children learn about different festivals.

Setting details

Unique reference number	EY462287
Local authority	Medway Towns
Inspection number	1085974
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	30
Number of children on roll	24
Name of registered person	Deborah Mary Fouch
Registered person unique reference number	RP516556
Date of previous inspection	4 February 2015
Telephone number	07565881563

Kings Pre-School registered in 2013 and employs seven members of staff, including the provider. Of these, three hold qualified teacher status and four staff hold appropriate early years qualifications at level 3. The pre-school operates from a church hall in Chatham, Kent and is open each weekday from 9am to midday during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years.

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.

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