

# Eccles Pre-School

Methodist Church Hall, Bull Lane, Eccles, Aylesford, Kent, ME20 7HE



<b>Inspection date</b>	13 December 2017
Previous inspection date	20 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 establish secure and trusting relationships with children. This helps children have a good sense of belonging and develop positive well-being and self-esteem.
- Staff effectively support children to develop confident communication skills. For example, they ask them challenging questions and give them time to think and respond.
- Children have good opportunities to challenge their physical skills. For example, they explore interesting ways to move, such as balancing and walking on stilts.
- The manager and staff effectively evaluate their practice together. For instance, they regularly observe each other interact with children and provide helpful advice to support their future performance. This helps keep children interested and motivated to learn.
- Children have good opportunities to develop their early reading skills to help support their future learning. For example, they confidently recognise simple letters and words.
- The manager closely monitors the consistency of the quality of care and teaching that staff provide children. For instance, staff have regular individual meetings to discuss their performance. They use the feedback to support their setting development plans.

### It is not yet outstanding because:

- Staff do not make the most of ways to strengthen the consistency of shared care and learning experiences for children who also attend another setting.
- Staff miss some opportunities to further children's understanding of other people's similarities and differences in the wider world outside of their own experiences.

## What the setting needs to do to improve further

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

- review and strengthen communication with other early years professionals to provide greater continuity of approach to children's care and learning
- extend further children's respect and understanding of other people's similarities and differences beyond their own beliefs and communities.

### 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 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 of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff are keen to keep their skills and knowledge up to date and build on them further. They attend a wide range of beneficial training. For example, they learn the different ways children communicate and go on to share their learning and top 10 tips for supporting children's speech with parents. All staff establish positive relationships with parents and keep them involved and informed in their children's learning. For instance, they share children's achievements daily and encourage parents to make regular input into their learning records. The manager and staff closely monitor different groups of children and children's individual progress effectively. This enables them to quickly identify any gaps in their development and provide good support to help children promptly move on to the next stages of their learning. Safeguarding is effective. All staff, including the manager, have a good understanding of the safeguarding and child protection procedures to follow to help keep children safe and protect their welfare. They are confident about whom to contact to raise and follow up any concerns.

### Quality of teaching, learning and assessment is good

Staff help prepare children to manage their future move to school effectively. For instance, children understand what to expect as they regularly visit the local school and use their facilities, such as their playground and field. Staff effectively extend children's spontaneous play. For example, children enjoy being a nurse during hospital role play. Staff encourage them to feel their heartbeat and pulse and discuss the comparison of the speeds of the beats before and after exercise. Children learn about the effect of exercise on their bodies. They begin to develop their understanding of the world.

### Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children develop positive social skills and build meaningful friendships. For example, they play happily together and take turns and share resources maturely. Children gain a good understanding of healthy eating. For instance, they are keen to help grow and harvest their own vegetables, such as potatoes. Children have good opportunities to share their experiences from home. For example, they take home 'Pebbles' the bear to take on their adventures and excitedly share their stories with their friends back at the pre-school.

### Outcomes for children are good

All children make good progress in relation to their starting points, including those who speak English as an additional language. Children gain good early mathematical skills, such as when they confidently recognise and order numbers. Children develop good early writing skills to support their future learning. For instance, older children write their names with confidence and younger children give meaning to marks they make.

## Setting details

<b>Unique reference number</b>	127166
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070215
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Eccles Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP522430
<b>Date of previous inspection</b>	20 October 2014
<b>Telephone number</b>	07986259293

Eccles Pre-School registered in 1975. It is located in the village of Eccles in Maidstone, Kent. The pre-school is open Monday, Tuesday and Thursday from 9am until 3.30pm and Wednesday and Friday from 9am until midday, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs five members of staff, three of whom hold relevant early years qualifications at level 3.

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