

# St. Martin's Pre-School

Cheriton CP School, Church Road, Folkestone, Kent, CT20 3EP



<b>Inspection date</b>	10 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 provide children with an interesting and engaging range of activities and resources, which they constantly review and update. For example, they have a variety of resources which reflects diversity. Staff invite people to come in to talk to the children and share aspects of their lives and cultural backgrounds. Children learn to value their own and other people's cultures.
- Children form secure attachments with all adults who know them well. This means staff address children's individual care needs well, which ensures children are ready to learn.
- The manager has a clear understanding of her responsibilities. She monitors and evaluates the quality of provision regularly. For instance, she has recently introduced a computerised observation and assessment system to help improve information sharing with parents.
- Safeguarding is a high priority and the staff team has a secure understanding of how to maintain children's safety and well-being. For example, staff carry out thorough risk assessments and checks prior to taking the children to the wooded area on the school site.

### It is not yet outstanding because:

- Occasionally, staff do not give children the time they need to think about and respond to their enthusiastic questioning.
- At times, staff do not offer younger children sufficient support to ensure they are fully aware of daily routines.

## What the setting needs to do to improve further

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

- extend the opportunities for children to share their own knowledge and ideas, and allow them the time they need to respond to questions
- review and develop further the organisation of the daily routine to ensure younger children are aware of what is happening next.

### Inspection activities

- The inspector considered the views of parents spoken to on the day of the inspection and written information about the service they receive from the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and children's learning and development information.
- The inspector observed staff interaction with children and spoke to both staff and children at appropriate times during the inspection.
- The inspector discussed with the manager how she evaluates the pre-school, to establish how she continues to develop the service she provides.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff complete regular safeguarding training to help increase their knowledge. They know how to identify signs that a child may be at risk of harm and the procedures to follow to help protect them. The manager supports staff well through supervision meetings and makes sure that they continue their professional development. For example, staff complete training courses and share their learning with each other to help them plan effectively to ensure all children make good progress. The manager meets regularly with other early years professionals to share best practice. The manager tracks individual and groups of children's progress well, to help identify any gaps in learning. The nursery has strong links with local schools and teachers visit and meet children in the nursery, which helps them settle quickly when they start school.

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

Staff make effective use of observations and assessments to help them identify children's next steps in learning and plan activities which motivate them to learn. Staff make good use of spontaneous events to extend children's learning. For example, they talk about the dustbin lorry as they watch the emptying of the bins. Staff make good use of walks in the woods to engage children's problem-solving skills. For instance, children work out how to get the numbered 'monkeys' out of the trees. They compare the length of the sticks they have, to see which one will reach the monkey on a high branch. Staff effectively advance children's learning as they encourage them to use the sticks to make marks in the mud to support their early writing skills. Staff keep parents well informed about what their children are learning and provide them with ideas and suggestions about how they can continue to support their child's good progress at home.

### Personal development, behaviour and welfare are good

Staff provide children with a healthy range of snacks and give parents information about the types of foods to include in their children's lunchboxes. Children help staff to plant and grow vegetables in the garden, and learn about how food is grown. Staff help children learn how to manage risks in the outdoor play space. For example, children have plenty of opportunities to use climbing walls and trees to develop their coordination and strengthen their muscles. Children's behaviour is good. Staff are good role models who provide children with clear rules and boundaries to help meet their emotional needs.

### Outcomes for children are good

Children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language make good progress from their starting points. Children develop good self-care skills. For example, they follow good hygiene routines relevant to their age and ability, such as washing and drying their hands before eating. Children are eager to join in at story time, such as holding props and repeating phrases in the story to support their interest in the written word. They gain important skills for the next stage in their learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY495180
<b>Local authority</b>	Kent
<b>Inspection number</b>	1035125
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Sheryl Kim Hastings
<b>Registered person unique reference number</b>	RP904436
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07948517655

St. Martin's Pre-School registered in 2015. It is situated in the grounds of Cheriton Primary School in Folkestone, Kent. The pre-school is open Monday to Friday from 8.55am to 2.55pm, during term time only. The provider receives funding to provide free early education for two-, three- and four-year-old children. The provider employs six members of staff. Of whom, five hold relevant early years qualifications at level 3 and one at level 2. The manager holds a level 5 qualification.

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