

St John's URC Preschool Group

St. Johns United Reform Church, Lynwood Grove, Orpington, Kent, BR6 0BG



Inspection date	18 January 2018
Previous inspection date	22 October 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

- Leaders work well together to run the nursery smoothly and effectively. Roles and responsibilities are clearly defined and teamworking is strong.
- Staff develop strong partnerships with parents to meet children's needs. Parents highly commend the way that staff help children to settle in when they start at the pre-school. Parents are also very happy with how well their children improve in their learning.
- The needs of any children who are delayed in their development, or who have special educational needs (SEN) and/or disabilities, are supported successfully. Designated staff are particularly skilled in helping children to manage their own feelings and behaviour. Robust transition arrangements help to prepare all children for a smooth transition to school.
- Staff develop children's communication and language skills particularly well. Children are confident talkers. For example, they are eager to discuss their pets and recent trips abroad, with both staff and other children.
- Children make good progress from their starting points. Through careful monitoring, staff identify exactly where children need to develop further and support them effectively. Children are well prepared for the next stages in their learning.

It is not yet outstanding because:

- Staff do not always take every opportunity to extend children's learning as they play.
- Although children enjoy being creative, staff do not consistently use opportunities to develop their imaginative thinking, particularly during role-play activities.

What the setting needs to do to improve further

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

- explore ways to further extend children's learning in their self-chosen activities
- provide additional challenge for children to develop their imaginative thinking during role-play activities.

Inspection activities

- The inspector sought the views of parents.
- The inspector observed children's play and interactions with staff.
- The inspector carried out a joint observation of a small-group session with the manager.
- The inspector talked to the chair of the committee and the manager about aspects of leadership and management, and sampled policies and documentation.
- The inspector talked to staff about children's progress and their understanding of safeguarding matters.

Inspector

Jenny Griffiths

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the importance of handling all safeguarding matters sensitively and know the appropriate action to take should a concern arise. Recruitment processes to assess the suitability of staff are rigorous. Leaders actively seek ways to improve teaching. Staff update their knowledge through regular training and gain new ideas for planning activities through partnerships with neighbouring schools and nurseries. Children's understanding of diversity has been improved since the last inspection. For example, children discuss their families and special places, and learn to consider the needs of others when celebrating festivals. Regular staff supervision and support are sharply focused on improving children's progress and future development. Detailed monitoring of the provision and children's progress ensures that any children who are behind in their learning are quickly identified and supported to catch up. Staff successfully liaise with external specialist agencies to help meet the needs of children who have SEN and/or disabilities.

Quality of teaching, learning and assessment is good

Staff provide a wide range of suitable activities to enhance children's learning. Smaller group activities are particularly well organised. Staff listen and respond to children with interest and acknowledge the different ways that children try to communicate. Staff foster children's early writing skills effectively; for example, as they encourage them to write their names on their pictures. Staff also help children to link letters and sounds as they guess the names of pets. Children learn about patterns, shapes and colours as they make arrangements with the peg boards. Children also learn how to use block paints by swishing their paintbrushes round in a circle to get enough paint to use.

Personal development, behaviour and welfare are good

Staff are well deployed to supervise children and they make full use of all areas of the pre-school. Children are confident to choose where they want to play and behaviour is very good. Outdoors, children develop their physical skills as they climb and push large vehicles along. As new children are taught rules and boundaries, staff are flexible and encourage children to observe and join in when they feel confident and ready. Staff provide healthy snacks for the children and give them time to relax as they eat and drink. On arrival in the morning, staff are very welcoming and children quickly and happily engage in the available activities.

Outcomes for children are good

Children develop good communication and language skills. They listen attentively and talk freely during a range of situations and learn new words as they explore themes. Children develop their manipulative skills as they learn to use a range of tools, including drawing with thick chalks outdoors. Children play collaboratively. They also develop good self-help skills as they learn to put their coats on themselves and fetch aprons to take part in activities. Children develop the appropriate skills for future learning.

Setting details

Unique reference number	137350
Local authority	Bromley
Inspection number	1121110
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	30
Name of registered person	St John's URC Preschool Group
Registered person unique reference number	RP517458
Date of previous inspection	22 October 2015
Telephone number	01689 830453

St John's URC Preschool Group is a committee-run setting and registered in 1993. The pre-school opens from 9.15am to 12.30pm each weekday during term time. There are nine staff who work with the children, as well as a part-time administrator. Of these, eight staff have relevant childcare qualifications; six at level 3 or above. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

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