

# Sandringham Pre-school

St. Marys Church Hall, Sandringham Drive, WELLING, Kent, DA16 3QU



<b>Inspection date</b>	7 February 2018
Previous inspection date	21 April 2015

<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 are consistent and effective in their behaviour strategies with the children. As a result, children listen to instructions and follow these. They understand about waiting their turn to speak and using the sand timer for favourite toys and equipment.
- Highly effective partnerships with parents are in place. This leads to improvement in outcomes for children and their families. Staff know the families well and are supportive.
- Staff make the most of the indoor and outdoor space and ensure that equipment is well organised. This promotes children's independence skills well as they initiate their own play with the varied selection of activities available to them.
- Staff help prepare children well for their move to school. Information is shared and staff visit schools prior to children moving there to prepare children well for starting. The setting has excellent links with local schools.

### It is not yet outstanding because:

- Staff do not make the best use of information from the detailed assessments of children's development to help identify any patterns in learning between different groups of children.
- Staff do not always make the most of opportunities for children who speak English as an additional language to use their home language in 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:

- strengthen the use of assessment to monitor information about the progress that different groups of children make
- provide more opportunities for children who speak English as an additional language to use their home languages in their play and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked evidence of the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are all trained in child protection and wider safeguarding issues. They are confident about their roles and responsibilities and the procedure to follow should they have a concern. The manager and staff attend regular training to remain up to date. All mandatory training is in place and all staff hold a valid first-aid qualification. The manager evaluates the pre-school well. Appraisals are carried out annually and establish staff's continued suitability to work with children. The manager identifies further improvements, such as introducing home learning books with parents to improve children's learning even further. Staff benefit greatly from a highly effective programme of professional development to raise the quality of their teaching. This has a positive impact on children's learning.

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

Staff plan effectively to meet children's individual interests and offer challenge in their learning. Children's choice and independence are promoted very well. Children confidently move around the large hall and enjoy easy access to a wide variety of resources indoors and outside. Staff ask open-ended questions to the children and give them time and opportunity to respond. This helps build on children's vocabulary, overall. Staff help children understand and become familiar with the daily routine. Children identify their name card and put this on the green traffic light to show they are present. Children's understanding of mathematics is developing well. Staff introduce a range of concepts, such as discussing shapes and spaces, and help children to learn to use mathematical language as part of their everyday lives.

### Personal development, behaviour and welfare are good

Key persons successfully work in partnership with parents as they establish what children already know and can do before they start. Staff are highly skilled and sensitive in welcoming children. They make creative use of the environment to present exciting and inviting activities which they put out prior to the children arriving. This helps children to follow their interests and develop their own skills. Staff use opportunities well to develop children's awareness of their own health through everyday activities. Children learn about the importance of washing their hands to remove germs as they use the portable sink in the room prior to snack time. Children's physical skills are promoted well. Daily opportunities for outdoor play help to develop their understanding of healthy lifestyles.

### Outcomes for children are good

Children are motivated and show an eagerness towards learning which helps prepare them well for their next stage of learning, including the move on to school. They are very independent and have good self-care skills. Children competently wipe their own nose with a tissue and look in the mirror to make sure their faces are properly cleaned. Children are confident to speak in front of others. They stand up during group time to talk about items they have brought from home as part of a 'show and tell' activity.

## Setting details

<b>Unique reference number</b>	EY464644
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1095448
<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 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Sarah Ruth Mills
<b>Registered person unique reference number</b>	RP516600
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	07806626716

Sandringham Pre-school re-registered in 2013. The pre-school is open Monday to Friday from 9.30am to 12.15pm term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff. All staff hold appropriate early years qualifications from level 2 to level 3.

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