

# Parkwood Christian Fellowship Pre School

Parkwood Green, Gillingham, Kent, ME8 9PN



<b>Inspection date</b>	5 March 2018
Previous inspection date	21 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not ensure there is an effective key-person system to provide a settled relationship for younger children and build secure links with parents.
- The manager has not ensured that staff accurately assess younger children's progress to identify their next steps in learning. As a result, staff are not able to plan sufficiently challenging experiences that focus on their interests to ensure all children consistently make good progress.
- The quality of teaching is variable. Staff working with younger children do not motivate them to learn and help them extend their knowledge and skills.
- The staff do not make effective use of the outside environment to support children's interests and their learning and development across all areas of the curriculum.
- The provider does not use self-evaluation effectively to identify areas for improvement to enable them to further develop the pre-school.

### It has the following strengths

- Staff work effectively with other professionals to ensure that children who have special educational needs and/or disabilities and children who speak English as an additional language receive the additional support that they need.
- Staff are good role models and enable children to have a clear understanding of boundaries and behaviour expectations. Children behave well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure every child is assigned a key person to help meet their individual needs</li> </ul>	28/03/2018
<ul style="list-style-type: none"> <li>■ improve the use of observations and assessments to accurately identify any gaps in children's learning and effectively plan for their next steps in development.</li> </ul>	28/03/2018

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

- continue to support all staff to improve their skills and knowledge, to ensure that teaching is of the highest standard
- make better use of the outdoor environment to help ensure children who prefer to be outside have a range of resources and activities to interest them
- strengthen the evaluation process to effectively identify weaknesses in practice, to target areas for improvement and raise outcomes for children.

### Inspection activities

- The inspector discussed the recruitment, retention and professional development opportunities of staff with the manager.
- The inspection was carried out following Ofsted's risk assessment process.
- The inspector discussed the management of the setting with the manager and their understanding of the early years foundation stage. The inspector carried out joint observations with the deputy manager and manager.
- The inspector observed the staff interactions with children and spoke to the staff, children and parents at appropriate times during the day.
- The inspector observed the way in which staff are deployed to ensure children's welfare and safety throughout the day.

**Inspector**  
Sara Garrity

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Due to staff changes, not all younger children have been assigned a key person who is responsible for assessing their care and learning needs and providing positive links with parents. As a result, staff working with younger children do not plan suitable experiences that help them all make good progress. The manager ensures ratios are met throughout the day and staff are effectively deployed to maintain children's safety. The manager is aware of the importance of notifying Ofsted of changes, such as changes in opening hours. The management meets regularly with staff to support and identify training needs. They use tracking and monitoring systems to help identify and address any gaps in children's learning. However the quality varies as not all staff are assessing children effectively. Safeguarding is effective. The management ensures staff complete regular safeguarding training to help ensure they can identify child protection concerns and know the procedures to follow to maintain children's welfare.

### **Quality of teaching, learning and assessment requires improvement**

Not all staff use assessments well to identify next steps in children's learning or plan challenging activities to help children progress. For example, some staff focus more on the end result rather than the process as younger children make Mother's Day cards. Older children have opportunities to develop their language and communication skills. For instance, staff sing songs with children and encourage them to listen and pay attention during large-group activities, which also helps prepare them for school. The management has used additional funding effectively to improve outcomes for specific children.

### **Personal development, behaviour and welfare require improvement**

Staff provide children with an interesting range of activities indoors, however, they do not make the best use of the outdoor area to help support those children who enjoy playing outside. Children learn about the importance of a healthy diet. They confidently pour their own drinks and butter crackers at snack time. Children explore their local community and enjoy taking part in a walking initiative. Staff teach the children about how to be safe. For example, children put on high-visibility jackets and learn about road safety as they go on walks to the library and woods. Children learn to value their own and others' similarities and differences.

### **Outcomes for children require improvement**

Older children gain skills that help to prepare them for the move to school. For example, they recognise their name by finding their name card on coat pegs. Older children develop their independence as they manage their personal care needs, such as taking themselves to the toilet and washing their hands. Children enjoy joining in activities, such as listening to stories and making 'dinners' in the home corner. However, younger children do not partake in suitably stimulating activities, such as having choices in materials to use when engaging in craft activities. Not all children make the best possible progress due to inconsistencies in the quality of teaching and planning.

## Setting details

<b>Unique reference number</b>	103830
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1126013
<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>	70
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Parkwood Christian Fellowship Committee
<b>Registered person unique reference number</b>	RP524317
<b>Date of previous inspection</b>	21 October 2015
<b>Telephone number</b>	01634 366574

Parkwood Christian Fellowship Pre School registered in 1992. The pre-school also uses the name Acorns 2 Oaks Pre-school. It operates from a church building in Gillingham, Kent. The pre-school opens Monday to Friday from 7.30am to 5.30pm, for most of the year. The provider receives funding to provide free early education for children aged two, three and four years. There are 20 staff employed at the pre-school, including a business manager and the nominated person. Of these, 17 hold a relevant early years qualification at level 2 or above. One member of staff holds an appropriate early years qualification at level 5 and the nominated person holds a level 6 qualification.

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