

# Howbury Preschool And Daycare

Peareswood Primary School, Peareswood Road, Erith, Kent, DA8 3PR



<b>Inspection date</b>	8 March 2018
Previous inspection date	24 June 2013

<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 promote children's imagination and interest in the natural world well. For example, they encourage children to get messy in the mud kitchen. Here, children make their own concoctions, mixing soil, leaves and twigs. Furthermore, children develop empathy for living things. They enjoy seeing and talking about exotic animals and insects when the zoo worker visits the pre-school.
- Staff develop professional partnerships with other providers, including the local schools. This helps to promote continuity for all children's care and learning.
- The manager makes sure that the views of all parents and children are included in the self-evaluation processes. This helps the manager to focus on what they need to do next so that they continually improve outcomes for children.
- The manager provides regular one-to-one meetings for all staff. This ensures staff are able to talk about their training needs, children they care for and anything that concerns them. The manager monitors individual children's progress well.

### It is not yet outstanding because:

- Management is not yet fully successful in monitoring the progress made by different groups of children.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- extend the process already in place for the monitoring of different groups of children, to plan even more effectively so that all children reach the highest level of achievement possible
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager makes sure that all possible hazards to children are removed prior to children's arrival each morning. Staff are well deployed. This helps to make sure children are closely supervised in all areas of the pre-school. All staff receive regular child protection training. They understand their responsibility to keep children safe from possible abuse and neglect, and know to whom to report their concerns.

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

Staff engage well with younger children as they mix paint colours. Children look on in awe as they find out how to make the colour green and brown. Staff use a running commentary and introduce new words as they interact with younger children at water play. For example, younger children experiment and find out which toys sink or float. During such times, staff encourage children to count items and to identify colours and shapes. Staff working with older children focus on their increasing readiness for school. For example, they encourage older children to identify the date through counting and identifying the printed number nearby. They support older children further to write numbers and short words, such as 'sat' and 'mat', on their individual wipe boards. Following this, older children learn about important routines, such as brushing their teeth. During activities, all staff support their key children through positive teaching strategies and effective questioning techniques that help children to think and solve problems.

### Personal development, behaviour and welfare are good

Staff show plenty of warmth towards children. They use plenty of praise throughout the session. This helps to embed children's strong emotional attachments. Children behave very well and know the rules. Staff make sure children have healthy options, during snack times, that meet their individual requirements. Children take manageable risks in their play as they use the outdoor climbing and balance equipment, and thoroughly enjoy chasing games with their friends. This helps children to develop their good physical skills and promotes their awareness about the benefits of a healthy lifestyle.

### Outcomes for children are good

All children make good progress. Younger children are keen to care for their environment as they work with one another during tidy-up time. Older children are growing in confidence and develop a can-do attitude as they write their own name on their glue and stick creations. All children thoroughly enjoy story time with their friends. They sing songs and have fun as they recite action rhymes. All children make choices about where and with what they want to play, moving between the indoor and outdoor areas as they choose. Children develop the skills they need in readiness for their move to school.

## Setting details

<b>Unique reference number</b>	EY455000
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1063120
<b>Type of provision</b>	Full-time 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>	40
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Howbury Preschool And Daycare Ltd
<b>Registered person unique reference number</b>	RP532069
<b>Date of previous inspection</b>	24 June 2013
<b>Telephone number</b>	01322 341569

Howbury Preschool And Daycare registered in 2012. The pre-school employs 10 members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4, five hold a qualification at level 3 and three hold a qualification at level 2. The pre-school opens from Monday to Friday, during term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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