

# St Mary's Pre-school Shortlands

St Mary's Church Hall, St Mary's Avenue, Bromley, BR2 0PU



## Inspection date

16 March 2018

Previous inspection date

6 November 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

- The manager's continuous drive to improve helps to maintain and contribute towards the overall good quality of the pre-school.
- The manager and staff have formed positive relationships with parents to help support their children's learning and development even further. Parents are kept well informed about their children's progress.
- The manager and staff provide a wide range of opportunities for children to learn about the community and to help them make a positive contribution. For example, parents join their children as they sing songs at the local church during a special Sunday service.
- Gaps in attainment between groups of children, including those for whom the pre-school receives additional funding, are closing rapidly. The manager effectively uses additional funding to support children's progress.
- The foundation for a healthy lifestyle is promoted by all staff. For example, staff talk to children about healthy food that, 'makes us big and strong'. Children eat a variety of fruit during snack time. They have ample fresh air and physical exercise. Children particularly enjoy outdoor forest school sessions.

### It is not yet outstanding because:

- On occasion, some staff do not support children to become fully engaged in a range of activities and resources to further support learning to an even higher level.

## What the setting needs to do to improve further

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

- make the most of staff interactions and activities, to challenge and extend children's learning to the highest level.

### Inspection activities

- The inspector observed children, indoors and outdoors, and the quality of staff engagement with children. The inspector looked at children's records and the progress children make.
- The inspector spoke with parents, children and staff to seek their views.
- The inspector sampled a range of documents, including safeguarding policies and procedures, staff suitability and staff supervision records.
- The inspector spoke with the manager at a convenient time.
- The inspector carried out a joint observation with the manager and discussed the impact on children's learning and development.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their responsibilities and know what to do if they have concerns about a child's welfare. They follow local safeguarding procedures to protect children and keep them safe from harm. The manager and staff ensure that the premises are secure once children arrive. This means no person can access the pre-school unsupervised. The manager regularly meets with staff to discuss their professional development and ongoing suitability. For example, following training, staff provide even more daily activities to support children's physical exercise. Children enthusiastically dance, wiggle and jiggle while they listen to music together.

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

The manager and staff have high expectations of all children based on accurate assessment of children's skills, knowledge and understanding when they first start. They gain information from parents and health professionals to help plan for children future progress. Staff help children to count and recognise numbers during their play to further support their early mathematical skills. For example, children recognise numbers beyond 10 as they talk about the days of the week during group time. They count cups of flour to make play dough. Staff support children who speak English as an additional language very well. They use visual timelines and puppets and props during small-group time, to further support children's early language skills to an even higher level. Staff support home learning. Children regularly take books home to share with parents and excitedly take soft toys called 'Tess' and 'Ted' home for holiday adventures. Strong links with local schools and teaching staff help promote children's smooth transition to school.

### Personal development, behaviour and welfare are good

Children's good behaviour shows they feel safe. They know the routine of the pre-school very well and they are emotionally secure. For example, when they hear the bell ring they stop what they are doing straight away and quickly sit down together for group time. Children begin to learn about diversity beyond their immediate family experiences. For example, to help children learn about Chinese New Year, parents show a model of a large dragon's head and children try noodles at snack time. Staff are good role models. They are polite, courteous and respectful towards each other and children. Children begin to develop friendship groups. They share and take turns with toys and resources. They learn to negotiate during their play as they act out superheroes and police officers.

### Outcomes for children are good

Children are motivated and eager to join in activities. They develop the key skills they need for the next stages in their learning. Older children gain the confidence and independence for their eventual move to school. Children have good language skills and make their needs known. Children's early literacy skills are developing well. For example, children give meaning to the marks they make with different resources indoors and outside.

## Setting details

<b>Unique reference number</b>	137356
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1127043
<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>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	St Marys Church Pre-school Committee
<b>Registered person unique reference number</b>	RP519196
<b>Date of previous inspection</b>	6 November 2015
<b>Telephone number</b>	020 8290 6704

St Mary's Pre-school Shortlands registered in 1992. It is located in Bromley, Kent. The pre-school is run by a committee. It is open weekdays from 9.15am to 12.15pm, term time only. The pre-school receives funding for the provision of free early education for three- and four-year-old children. There are seven staff who all hold relevant qualifications at level 3 and above.

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