

YMCA Maidstone Pre-school - Tovil

Tovil Community Centre, Barfreton Close, Maidstone, ME15 6FG



Inspection date

17 April 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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 and staff effectively review their current practice together. For instance, they have daily discussions to evaluate how well the day's activities engage children in their learning opportunities. Staff use the feedback to support their action plans.
- All staff are keen to build on their skills and knowledge even further. They attend a wide range of training, for example, they learned how to engage children outdoors in interesting ways, such as introducing den-building activities.
- Staff get to know children well and establish positive relationships with them. For instance, they visit them at home to meet the children in their familiar surroundings.
- Children have opportunities to develop good mathematical skills to support their future learning. For instance, they confidently count as they play.
- Children have good opportunities to challenge their physical skills. For example, they confidently negotiate obstacles, such as climbing over and crawling through large tyres.
- Staff support children to develop good communication skills. For instance, they ask them good thought-provoking questions and give them time to think and then respond.

It is not yet outstanding because:

- Staff do not consistently encourage children to build on their life skills and consistently develop their understanding of the importance of using good manners and being polite.
- Staff miss some opportunities to encourage children to develop more-extensive early writing skills to support their future learning even further.

What the setting needs to do to improve further

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

- build on children's life skills even further and develop their understanding of the importance of using good manners more consistently
- extend children's opportunities to gain more extensive early writing skills to help prepare them for their eventual move to school even further.

Inspection activities

- The inspector observed staff interacting with the children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide children. For example, she observes staff interact with children daily and provides them with helpful advice. She holds individual meetings with staff to set challenging targets for them to achieve, to develop their performance. Staff establish positive partnerships with parents and keep them fully involved in their children's learning. For example, they regularly encourage them to add to children's learning records and share their children's achievements from home. Staff establish good relationships with other early years professionals. For example, they regularly share children's progress with other settings that children also attend. This helps provide children with a consistent approach to their shared care and learning opportunities. Staff use additional funding effectively to support children's individual learning needs. For instance, they purchase additional resources to support children's speaking skills even further. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. This includes carrying out thorough risk assessments of the setting.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor the progress of individual children and different groups of children, including those who speak English as an additional language. This helps staff quickly highlight any gaps in their development. Staff provide children with good support to close these gaps in their learning promptly. Staff extend children's interests well. For instance, children who enjoy role playing being a farmer, go on to plant and harvest their own potatoes, to turn their ideas into a reality.

Personal development, behaviour and welfare are good

Children behave well. For example, they recap the pre-school rules daily and know what is expected of them. Children develop good understanding of the importance of healthy eating. For example, they independently prepare their own fruit for snacks. Children enjoy a good range of opportunities to learn about the world around them. For example, they celebrate a wide range of festivals traditional to other countries, such as Diwali.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. Children learn key words in other languages, such as 'hello' in an African language. Children develop good reading skills to support their future learning. For example, they have a keen interest in books and older children recognise simple words with confidence. Children enjoy learning about the natural world, for example, they enjoy making and observing any visitors to their hedgehog house.

Setting details

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|--|---|
| Unique reference number | EY497911 |
| Local authority | Kent |
| Inspection number | 1039256 |
| 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 | 30 |
| Number of children on roll | 60 |
| Name of registered person | Maidstone YMCA |
| Registered person unique reference number | RP901717 |
| Date of previous inspection | Not applicable |
| Telephone number | 01622 749404 |

YMCA Maidstone Pre-school - Tovil registered in 2016. It operates from a community centre in Maidstone, Kent. The pre-school is open Monday, Wednesday and Friday from 9am to 6pm, and Tuesday and Thursday from 9am to 3pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 12 members of staff, seven of whom hold a relevant early years qualification at level 2 or above. This includes one member of staff who holds a relevant early years qualification at level 4 and one member of staff who has a relevant early years degree.

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