

# Wesley Pre-School Maidstone

St Faiths Church, St Faiths Street, Maidstone, ME14 1LH



<b>Inspection date</b>	19 April 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 closely monitors the quality of care and teaching that staff provide children. For example, she carries out regular observations as staff interact with children. She provides them with helpful advice to support their future performance.
- All children have good opportunities to develop their creative skills. They enjoy interesting art activities, such as using paint to explore symmetrical pictures.
- Staff get to know children well and establish positive relationships with them. Children settle quickly and confidently into their play, and have a good sense of belonging.
- Children have good opportunities to develop their mathematical skills to support their future learning. For example, older children complete simple sums with confidence.
- The manager and staff establish good relationships with other early years professionals. They share ideas to help keep children engaged and have a positive impact on their learning. Children make good progress.
- Staff effectively support children who speak English as an additional language to make good progress. For instance, they learn basic words in the languages that they speak.

### It is not yet outstanding because:

- Staff miss some opportunities to provide children with more extensive and challenging physical activities, more consistently.
- Staff do not make the most out of opportunities to strengthen the partnerships with parents and share children's achievements between home and the setting further.

## What the setting needs to do to improve further

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

- extend children's opportunities to gain more physical skills and explore larger balancing and climbing equipment more regularly
- build on the partnerships with parents further, to strengthen the consistency of children's care and learning experiences between home and the setting.

### Inspection activities

- The inspector observed staff interacting with the children.
- 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 took their views into consideration.
- The inspector invited the manager to take part in a joint observation.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff effectively evaluate their current practice together. This helps them to keep children motivated and interested to learn. For example, they have daily discussions to reflect on how well the day's events engaged children. All staff attend a good range of training to benefit their practice and develop their skills and knowledge further. For instance, they learn about the different ways younger children play and learn. Staff use additional funding effectively to support children's individual learning needs. For example, they purchase additional resources to develop their mathematical skills further. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. This includes knowing whom to contact to raise and follow up concerns.

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

The manager and staff closely monitor children's individual and specific group progress. This helps them to promptly highlight any gaps in their progress. Staff provide children with good support to help them quickly catch up in their learning. Staff help children to prepare for their eventual moves to school well. They encourage children to develop good early literacy skills, such as writing their own names with confidence. Staff skilfully build on children's interests. For example, when children enjoy a story about a guinea pig they go on to visit a pet shop to meet a guinea pig and learn about how to care for one. Staff use the local community well to extend children's learning experiences. For instance, children regularly visit places of interest, such as the museum.

### Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children develop good social skills and build meaningful friendships. For instance, they are kind to each other and are happy to share and take turns during group activities. Children develop good communication skills. For example, they are confident to answer thought-provoking questions and share their ideas with confidence. Children develop a good understanding of healthy eating. For example, they enjoy exploring vegetables as they make homemade soup. Children have good opportunities to gain respect and understanding of the wider world. For instance, they explore traditional dress of other countries, such as saris.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children enjoy more-complex activities. For example, they participate in regular experiments to explore concepts, such as melting and solidifying using ice. All children are independent. For instance, they confidently choose their own play without support.

## Setting details

<b>Unique reference number</b>	EY499004
<b>Local authority</b>	Kent
<b>Inspection number</b>	1045033
<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>	16
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Wesley Pre-School Maidstone
<b>Registered person unique reference number</b>	RP900948
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01622 675323

Wesley Pre-School Maidstone registered in 2016. It operates from St Faiths Church in Maidstone, Kent. The pre-school is open Monday to Friday from 9.15am until 12.15pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs four members of staff, three of whom hold a relevant early years qualification at level 3.

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