

White Road Preschool

Community Centre, White Road, Keyes Avenue, Chatham, Kent, ME4 5UN



Inspection date	14 May 2018
Previous inspection date	15 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is very passionate about and committed to her role. She leads by example and effectively supports a well-qualified and enthusiastic staff team. Staff work well together to reinforce the manager's high expectations for the pre-school.
- Staff develop exceptionally strong bonds with children from the start. They are highly skilled at recognising when individual children and their families may need support. Staff are sensitive and caring and children are happy and settled in the pre-school. Parents comment on the 'fabulous' staff team.
- Staff are good teachers. They know how children learn and they tailor their interactions to meet children's individual needs and abilities. Staff effectively recognise children's interests and consistently support them to further their ideas and imaginations. This helps children progress towards being ready for school.
- Children have endless opportunities to explore the rich environment. Staff provide an abundance of motivating and stimulating resources. Children are curious learners who freely explore a well-considered mix of natural resources and purchased equipment.

It is not yet outstanding because:

- Some staff do not consistently complete high-quality observations of children as they play to help them sharply focus planning on children's next stages in learning.
- Staff do not consistently make the best use of their initial partnerships with parents to gather a wide range of information about children to help inform initial planning.

What the setting needs to do to improve further

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

- strengthen the quality of observations so that staff gain the most precise picture of children's abilities
- extend partnerships with parents to gain more in-depth information about what children know and can do when they first start.

Inspection activities

- The inspector spoke with the manager at different times throughout the inspection, to discuss practice and to invite her to complete a joint observation.
- The inspector looked at a range of documentation, including the setting's policies and staff records.
- The inspector observed interactions between the staff and children during a play session and planned activities.
- The inspector gathered the views of parents and children, and considered these.
- The inspector viewed a range of developmental records and spoke with key staff about children's progression.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors staff practice well. She effectively supports staff to reflect on their skills and consider how these could be further developed. Staff attend training opportunities which help them enhance their knowledge and skills and make changes to practice. For example, through safeguarding training staff have developed a stronger understanding of current government legislation and safeguarding issues and requirements. Safeguarding is effective. The manager is dedicated to supporting families and ensures that staff recognise their responsibility to keep children safe and protect their welfare. Staff know the children well and are confident in recognising and recording concerns, such as any changes to their behaviour or well-being. The manager works well with staff, parents and children to reflect on pre-school practice and make changes to enhance the provision further.

Quality of teaching, learning and assessment is good

The manager oversees the monitoring of children's learning, individually and within specific groups. Staff work closely with the manager to recognise any gaps in children's learning and they use this information to provide meaningful and exciting learning experiences. For example, children use their senses as they explore and experiment with tea making. Staff use simple questions to encourage children to describe the smell of the different teas and the taste of the fruit. Children develop their physical skills as they use a pestle and mortar to grind the tea leaves, and use kettles to pour their tea creations into cups.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and children are consistently listened to and respected. Staff have developed a culture of cooperation and understanding, and children are respectful of those around them and behave extremely well. For example, they gather toys to share with their friends. Without being reminded, they thank each other for sharing them. Staff maintain an exceptionally safe environment and they are highly skilled at offering advice and using simple questions to help children to consider how to manage their own health and safety. For example, children talk about needing a staff member 'nearby' to help them climb a small wooden ladder. They learn to be extremely independent and consider how to take care of themselves. For example, children take time to look at their shoes before they put them on their feet. They say 'yes' to themselves as they find the correct shoe for each foot.

Outcomes for children are good

Children make good progress from their starting points. They develop and practise skills which help them to achieve their individual targets and support their progression to the next stages in their learning. For example, children start to use trial and error as they turn and match wooden puzzle pieces to fit on a board. Other children use well-developed mathematical skills to consider which of the different sized balls will fit through a cardboard tube. They talk about how the larger ball is 'too big'.

Setting details

Unique reference number	103867
Local authority	Medway Towns
Inspection number	1088945
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	39
Number of children on roll	63
Name of registered person	White Road Playgroup
Registered person unique reference number	RP518196
Date of previous inspection	15 May 2015
Telephone number	01634 401 961

White Road Preschool registered in 1993. It is open each weekday from 9am to 3.30pm, term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. The pre-school employs nine members of staff, all of whom hold appropriate childcare qualifications at level 2 or above.

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