

# Merry Go Round Pre-School

Jubilee Road, Sandwich, Kent, CT13 0QP



## Inspection date

16 May 2018

Previous inspection date

7 October 2015

<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

- Children make good progress in all areas of their development. They are cared for by a well-established and dedicated team of staff. Staff have focused settling-in procedures and work closely with parents to help ensure they develop a clear understanding of each child's individual care needs and interests.
- The provider and manager implement good safeguarding procedures and have a clear understanding of their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's safety and welfare.
- Partnerships with parents are good. Staff keep parents informed about their children's achievements regularly and provide information and resources to help parents support children's learning at home. For example, children take books home to read with parents.
- Children have a good range of equipment to use to encourage them to exercise and develop a healthy lifestyle. For instance, they enjoy using the swings and climbing frames to develop strength and practise balancing.

### It is not yet outstanding because:

- The manager does not critically evaluate the progress groups of children make, to precisely target improvements to consistently provide learning of the highest quality.
- The staff do not provide children with the best possible opportunities to explore print when playing in all areas of the pre-school to learn that words carry meaning.

## What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, to target the teaching even more precisely
- review and improve the opportunities children have to see and explore the written word, to develop further their interest in literacy.

### Inspection activities

- The inspector observed staff interactions with children, and spoke to staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including the safeguarding policies and procedures and children's development information.
- The inspector spoke to parents to gain their views on the service they receive.
- The inspector carried out joint observations with the manager.
- The inspector discussed with the nominated person and manager how they evaluate the practice and support staff with their professional development.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff carry out thorough risk assessments to keep children safe and secure. They effectively teach children how to identify and manage risks for themselves, such as teaching them how to stay safe when using the swings. The manager uses self-evaluation systems to help identify strengths and areas for improvement. For instance, they have changed the way staff tidy up with the children to help improve daily routines. The manager monitors staff practice and opportunities for their professional development are good. For instance, the manager works closely with a group of other settings to share the cost of training to improve outcomes for children. Staff make strong links with early years professionals and external agencies to help meet children's individual needs and share important information to support consistency of care.

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

Children engage with a variety of interesting resources, which are easily accessible to help them make informed choices in their play. For example, they enjoy transporting oats from one area to the play kitchen to use in their role play. Staff encourage children to predict what will happen as they add liquid soap to the water to make bubbles. They introduce new vocabulary to extend children's communication and language development, such as talking about how the bubbles are floating on the water. Staff make effective use of observations and assessments. They identify children's next steps in learning and plan focused activities, such as helping them to build ramps to roll cars down to explore height and angles.

### Personal development, behaviour and welfare are good

Children behave well and learn to share and take turns. Staff make strong use of praise to encourage children to have a go. For instance, they support them to cut up their fruit at snack time. Staff teach children about their local community and the world around them. For example, children visit local shops to buy fruit and vegetables to try at snack time, as well as using them in their greengrocer shop. Staff extend children's learning by gardening with them, teaching children about where food comes from and a healthy diet.

### Outcomes for children are good

Children develop the skills they need for their future learning and eventual move to school. For example, children learn to put on their coats and fasten them. Children are independent, confident and kind to their friends. For instance, they help each other to access their water bottles from the fridge. Children learn to value and respect their own and other people's differences. They are happy and make strong progress in relation to their starting point.

## Setting details

<b>Unique reference number</b>	EY287735
<b>Local authority</b>	Kent
<b>Inspection number</b>	1129082
<b>Type of provision</b>	Full-time 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>	26
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Merry Go Round Pre School Committee
<b>Registered person unique reference number</b>	RP524619
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	01304614425

Merry Go Round Pre-School registered in 2004. The pre-school is run by a parent committee and is located in Sandwich, Kent. It is open Monday to Friday from 9.15am to 3.15pm, during term time only. There are six members of staff, four of whom hold a relevant early years qualification at level 2 or above. The manager holds a relevant early years qualification at level 6. The provider receives funding to provide free early education for children aged two, three and four years.

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