

St Williams Pre-School

St Williams Church Hall, Walderslade Village, Chatham, Kent, ME5 9LR



Inspection date

22 May 2018

Previous inspection date

2 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not always ensure that staff are effectively deployed to supervise children. Consequently, children sometimes do not receive sufficient support from staff to manage their behaviour or ensure their individual needs are fully met.
- Occasionally, some staff do not give enough consideration to ways in which they can further support young children's emerging speech and language skills.
- The manager does not routinely gain and consider the views of parents and children to help her evaluate the pre-school and make plans for improvement.

It has the following strengths

- The manager works hard with the pre-school supervisor to lead and support a well-qualified and enthusiastic staff team. Regular monitoring helps them to recognise ways to motivate and support staff to increase their confidence and enhance their roles.
- Children form emotional attachments with the staff. They enjoy the staff's company and are eager for them to join in their play. Overall, children who are new to the pre-school are content and settle quickly.
- Staff monitor and track children's development effectively, and they recognise children's achievements well. They consider and plan purposeful experiences to help support children to explore their own ideas and interests. Children are confident, imaginative and make good progress in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ improve staff deployment to ensure that this consistently meets the needs of the children. | 25/06/2018 |
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To further improve the quality of the early years provision the provider should:

- ensure all staff consistently provide opportunities for children to develop their speaking and language skills further
- improve the self-evaluation process to include the views and suggestions from parents and children.

Inspection activities

- The inspector observed interactions between the staff and children during a play session and planned activities.
- The inspector spoke to the manager at different times throughout the inspection, to discuss practice and to invite her to complete a joint observation.
- The inspector spoke to parents and children about aspects of the pre-school and considered their views.
- The inspector spoke to staff and looked at developmental records for individual children.
- The inspector looked at a range of documentation, including the pre-school's policies and staff's records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager ensures staff have an understanding of their role and the processes and procedures to follow in regards to safeguarding. Staff know the children well and are confident in recognising and recording concerns, such as changes to children's behaviour. The manager is well aware of her responsibilities and she works hard to keep children safe. However, staff are not consistently deployed to meet all children's care needs. The manager and staff carry out some self-evaluation. The manager supports staff to attend training opportunities, which helps them implement positive changes to practice. For example, knowledge gained from training has led staff to review routines. They now provide an earlier snack time, which has helped the youngest children to settle into the daily routine more quickly.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn and their positive interactions in children's play help children to practise developing skills. For example, staff use simple questions to encourage children to think about how they could measure a tower of bricks. Using their emerging mathematical skills, children use rulers to measure the height. They recognise and count the numbers on the ruler and comment that if they add 'one more' the tower would be the same height as the ruler. Staff regularly share ongoing information about children's progress with parents and other professionals. They work closely with others to identify targets to support children's progression.

Personal development, behaviour and welfare require improvement

Staff maintain a safe and welcoming environment. They organise the stimulating resources effectively to ensure children can make their own choices and lead their own play. Overall, children behave and cooperate well with their friends. However, staff are not effectively deployed, especially when children freely move between the inside and outside environments and at lunch time. For example, at times, only one member of staff was deployed outside, who was unable to see children in all areas. This effected how some children behaved, as play became quite boisterous and some children became upset, without staff being aware that support or intervention was needed during all disputes.

Outcomes for children are good

Children progress well in relation to their starting points. They are keen learners who practise their emerging skills in their play. For example, children show developing physical skills and coordination as they use a spade to shovel sand into a jug. With emerging accuracy, they pour the sand into the small hole at the top of a cone. Later, children use these skills to enhance their independence as they pour their own drinks at snack time.

Setting details

Unique reference number	103853
Local authority	Medway Towns
Inspection number	1088943
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	65
Name of registered person	Anouska Riley
Registered person unique reference number	RP512015
Date of previous inspection	2 June 2015
Telephone number	07967442825

St Williams Pre-School registered in 1998. The pre-school opens on Monday and Thursday from 9am until midday, and on Tuesday, Wednesday and Friday from 9am until 3.30pm. It operates term time only. The pre-school receives funding for children aged two, three and four years to provide free early years education. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications at level 3 or above.

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