

# Pierremont Park Preschool

Holy Trinity Church Hall, Church Road, Broadstairs, CT10 1EZ



## Inspection date

Previous inspection date

22 June 2018

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

- Staff are good role models and are consistent with their behaviour management strategies. For instance, children understand the rules in the setting, such as not running inside and having 'kind hands'. Children's behaviour is good.
- Children are happy and very comfortable in the welcoming environment. They demonstrate that they have built warm and trusting relationships with the staff. Staff know the children well and are responsive to their individual needs.
- Managers have a good understanding of their responsibility to meet the safeguarding and welfare requirements of the early years foundation stage.
- Staff make effective use of observations and assessments of children's learning to help them plan for their next steps. For example, they incorporate children's interest of bugs into activities. Overall, activities motivate children and help support them to make strong progress in their learning.
- Managers have strong recruitment and induction procedures in place to help support new and existing staff to build confidence in their roles.

### It is not yet outstanding because:

- Some staff do not fully extend older children's learning to encourage them to develop their problem-solving skills and to challenge their thinking further.
- Occasionally, staff miss opportunities to develop older children's interest in early writing skills.

## What the setting needs to do to improve further

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

- continue to support all staff to develop their skills and knowledge, to help ensure they challenge older children's learning further
- review and improve the opportunities older children have to develop an interest in early writing skills.

### Inspection activities

- The inspector carried out a joint observation with the area manager and asked her to feed back on the practice observed.
- The inspector sampled a range of documentation, including risk assessments, staff qualification certificates and children's assessment folders.
- The inspector observed staff interacting with the children inside and outside, and spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to the management team and staff about their understanding of safeguarding and observed how staff were deployed throughout the session.
- The inspector spoke to parents to gain their views on the services and support they receive from the pre-school.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have received child protection training and are fully aware of the procedures to follow to keep children safe. Staff work well together as part of a team. The manager deploys them effectively to ensure they closely supervise children at all times to maintain their safety. The area manager regularly evaluates the setting and monitors staff practice to help identify any training needs. The manager tracks the progress of all children to help ensure any gaps in learning are quickly identified and appropriate action is taken. Staff have close links with other early years professionals to help provide continuity of learning. They have formed positive partnerships with parents. For instance, they share information with parents regularly to help support their children's learning at home.

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

Children enjoy playing cooperatively and imaginatively. For example, they play in the mud kitchen, filling containers with mud as they make 'dinner' for staff. Staff make good use of opportunities to incorporate mathematical language into activities. For instance, they encourage children to measure and compare the lengths of play dough using a ruler, before rolling them up to make snail shapes. Staff help support children's communication and language skills. For example, they engage children in conversations, allowing them time to respond to skilful questions.

### Personal development, behaviour and welfare are good

Staff teach children about the importance of following a healthy lifestyle. For instance, they encourage children to have a drink of water after playing outside. Staff provide children with a range of healthy snacks and encourage them to serve themselves their meals, to help develop their independence. Staff offer children daily opportunities to exercise. For example, children have space to ride bicycles and park the push-along cars in the outside area. Staff offer children a wide variety of opportunities to explore the local community. For instance, they hold sports days on the nearby field, as well as arranging trips to the beach. They encourage parents and families to join in and be part of the pre-school community.

### Outcomes for children are good

Children make good progress from their starting points. They are kind to their friends and learn to respect and value their own and other people's differences. For instance, they share their dough and pass shape cutters to their friends. Children demonstrate good levels of concentration and persevere with tasks. For example, children hold the strings tight as they practise balancing using the stilts in the outside area. Children are acquiring the skills needed for the next stage in their development and eventual move to school.

## Setting details

|  |                                |
|--|--------------------------------|
| <b>Unique reference number</b>                   | EY501776                       |
| <b>Local authority</b>                           | Kent                           |
| <b>Inspection number</b>                         | 1053285                        |
| <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>                    | 30                             |
| <b>Number of children on roll</b>                | 33                             |
| <b>Name of registered person</b>                 | Lucia Michelle Antoniou-Gkikas |
| <b>Registered person unique reference number</b> | RP907983                       |
| <b>Date of previous inspection</b>               | Not applicable                 |
| <b>Telephone number</b>                          | 07962271528                    |

Pierremont Park Preschool re-registered in 2016 and is one of three pre-schools owned by the provider. It operates from Holy Trinity Church Hall in Broadstairs, Kent. The pre-school is open Monday to Friday, from 8.30am to 3.15pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The provider employs six staff, five of whom hold relevant early years qualifications at level 2 or above. The provider holds a relevant level 5 qualification and the area manager has achieved early years professional status.

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