

Abbey Pre-school

St. Peter & St. Pauls Church, Minnis Lane, DOVER, Kent CT17 0RG



Inspection date	5 September 2018
Previous inspection date	28 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager accurately evaluates the quality of the pre-school. She includes the views of parents and children to help identify areas for further improvement. For example, the exchange of information between staff and parents has been enhanced, and this helps to provide children with a consistent approach to their development.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the pre-school and in their children's learning.
- Staff teach mathematics well. For example, they effectively challenge children to solve problems, compare sizes and count objects within their play experiences. All children make good progress in their learning from their individual starting points.
- Staff help children to develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and engage children in conversations about healthy food choices and hygiene routines, such as brushing their teeth.

It is not yet outstanding because:

- Staff do not consistently use the same boundaries and approaches to develop children's understanding of behavioural expectations, such as what to do when they have finished their lunch.
- Staff miss some opportunities to enable children to develop their own ideas fully during adult-led activities.

What the setting needs to do to improve further

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

- review routine strategies and behavioural expectations to ensure all practitioners consistently use the same approach to support children's understanding further
- provide more support for children to expand on their own ideas during adult-led activities.

Inspection activities

- The inspector observed the quality of teaching and children's activities. She completed a joint observation of an activity with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff's suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of parents during the inspection.
- The inspector observed staff's planning documentation and children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, strategies to engage children in expressive arts have been effectively implemented. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have any concerns about a child's welfare. The manager continually monitors staff's suitability and helps to improve the quality of staff's practice. For example, she organises relevant training and individual support to keep staff's knowledge current and to help them keep children safe. Staff follow robust procedures to document concerns and events, and effectively assess risks within the setting to keep children safe.

Quality of teaching, learning and assessment is good

Staff have a good understanding of what children know and how they can further support their development. They accurately assess children's levels of development and effectively plan for their next steps in learning. Staff skilfully use a wide range of resources to engage children at all times during the day. For instance, children enthusiastically explore a range of different materials in the play tray. Staff effectively challenge and enhance children's physical and early writing skills throughout their experiences. For instance, staff encourage children to pick out different small objects using tweezers to help enhance their pencil grip. Staff effectively support children's understanding and speaking skills, for example, by emphasising key words during their discussions, such as 'pinch', 'pasta' and 'light'.

Personal development, behaviour and welfare are good

Staff create a welcoming environment. Children arrive happily and explore the environment with confidence, even when they are very new to the setting. Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving their own snacks, as well as pouring their own drinks from a jug. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. All children are encouraged to be polite and are gaining a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make. Older children identify and write some letters from their own names. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which has positive cultural images, and learn about the different festivals celebrated within their pre-school group.

Setting details

Unique reference number	126948
Local authority	Kent
Inspection number	10063859
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 10
Total number of places	30
Number of children on roll	52
Name of registered person	Abbey Playgroup Committee
Registered person unique reference number	RP524289
Date of previous inspection	28 January 2016
Telephone number	07702453234

Abbey Pre-school registered in 1992. It is situated in Dover, Kent. The pre-school is open during term time only, Monday to Friday from 8am to 5.45pm. It employs eight staff, seven of whom have appropriate early years qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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