

# St James Pre-School and After School Club (Church House)



St James Church Office, Church House, Ferndale, Tunbridge Wells TN2  
3RL

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|--------------------------|-----------------|
| <b>Inspection date</b>   | 5 December 2018 |
| Previous inspection date | 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 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

- Staff are especially sensitive and caring. They establish extremely strong attachments with children who seek and enjoy staff interactions throughout the day. Staff are highly skilled at recognising and supporting children's individual needs. Children are happy and settled in the pre-school. Parents comment that staff are 'nurturing and friendly'.
- Staff are skilled teachers, they have a good understanding of how children learn. Staff use this knowledge to plan targeted and purposeful experiences which support children's individual learning and development. All children, including those with special educational needs, make good progress.
- The manager is enthusiastic and ambitious. She leads by example and effectively supports a strong staff team. The manager has clear expectations which she shares effectively with staff. They work well as a team and reflect the manager's high expectations in the care they offer.
- Partnerships with parents are strong. Staff work closely with parents to gather and exchange information regarding children's achievements and care needs. This helps to ensure a consistent approach.
- Staff do not always organise group times to ensure the learning needs of all children participating are extremely well supported.
- The programme for support and professional development of staff is not fully implemented to consistently support them to reflect on and develop their practice.

## What the setting needs to do to improve further

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

- review the organisation of larger group activities to ensure all children are fully engaged and their learning is effectively supported
- refine and focus the monitoring of staff, to help support and enhance their practice even further.

### Inspection activities

- The inspector observed interactions between the staff and children during a play session and planned activities.
- The inspector spoke to key people and viewed developmental information regarding children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children about aspects of the pre-school and considered their views.
- The inspector looked at a range of documentation, including the pre-school policies and staff records.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager works to ensure all staff have a good understanding of their roles in keeping children safe. The staff know the children and their families well and they are confident in recognising and recording concerns, such as any changes to children's well-being. The manager welcomes feedback from parents, children and other professionals to help her evaluate pre-school practice and implement effective changes. For example, the manager used feedback from parents to review and make changes to the way information is exchanged before children start. Staff now hold sessions for new families which enables staff to meet with them and spend more time talking to them about the pre-school practice before children start attending.

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

Staff work well in partnership with other professionals. For example, they actively seek guidance from specialists, which helps them to provide relevant support for individual children and their families. Staff complete accurate observations of children in their play. They are skilled at recognising and celebrating children's achievements. This helps them to monitor children's progress well. Staff tailor their interactions in children's play to help to support children to practise developing skills. For example, as children use chalk to draw on a board, staff introduce well-considered questions to extend children's mathematical understanding. Children show good skills as they name the shapes they draw and talk about the circle being 'bigger than the triangle'. Other children show a strong understanding of the world as they talk about small play animals. Staff introduce a large book to further extend the children's curiosity. Children confidently compare the colours and patterns on play snakes with the pictures in the book.

### Personal development, behaviour and welfare are outstanding

Staff maintain a rich environment which provides an abundance of motivating and stimulating resources. Children benefit from freely exploring the resources available and enjoy being able to develop their own ideas and interests in their play. Children behave exceptionally well. Staff are excellent role models. They are highly skilled at offering advice and using simple questions to help children to consider how to manage their own and others' behaviour and safety. For example, when children interrupt other children's play with a puppet theatre, their friends calmly comment 'that's not nice' and the children immediately say 'sorry'. Staff are highly effective at supporting children's health. For example, they provide rich outdoor experiences and promote healthy eating.

### Outcomes for children are good

Children develop and practise skills that support their progression to the next stages in their learning. For example, while completing puzzles, children start to recognise the letters in their names. Other children use their emerging skills to start to successfully write their names. Children develop lifelong skills which support their independence and self-care. For example, at snack time, children hand out cups and plates to their friends. They then take time to pour their own drinks.

## Setting details

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| <b>Unique reference number</b>                   | EY538338   |
| <b>Local authority</b>                           | Kent   |
| <b>Inspection number</b>                         | 10076852   |
| <b>Type of provision</b>                         | Sessional day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register      |
| <b>Day care type</b>                             | Childcare on non-domestic premises   |
| <b>Age range of children</b>                     | 2 - 4  |
| <b>Total number of places</b>                    | 20   |
| <b>Number of children on roll</b>                | 51   |
| <b>Name of registered person</b>                 | The Parochial Church Council Of The Ecclesiastical Parish Of St James, Tunbridge Wells |
| <b>Registered person unique reference number</b> | RP907633   |
| <b>Date of previous inspection</b>               | Not applicable   |
| <b>Telephone number</b>                          | 07905276612  |

St James Pre-School and After School Club (Church House) registered in 2016. It is situated in Tunbridge Wells, Kent. The pre-school opens every weekday during school term times. Session times are from 9am until midday and 12.40pm to 3.40pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 11 members of staff, seven of whom hold appropriate early years qualifications at level 2 or above, including two staff members who have qualified teacher status.

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