

Absolute Beginners

St. Giles Centre, Church Road, Farnborough, Orpington, Kent BR6 7DB



Inspection date	14 December 2018
Previous inspection date	6 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager, who is also the provider, and staff have reflected well on practice and the provision to improve the quality of the pre-school and outcomes for children since the last inspection.
- Staff promote children's early speaking and literacy skills well. For example, staff demonstrate and encourage children to correctly sound out letter sounds.
- The manager and staff have built positive relationships with parents and other professionals. They regularly share information with parents about their children's learning and support them to continue their children's learning at home.
- The manager and staff are good role models. They are caring and respectful. Staff promote good manners and encourage children to take turns as they play games together. For example, staff help children to take turns as they excitedly pass a parcel to each other.
- Occasionally, the manager does not support all staff to identify other training opportunities to further develop their skills and knowledge.
- Some staff do not make the most of some experiences to help extend children's learning further.
- The manager does not precisely compare the progress of different groups of children to ensure the best possible outcomes for them.

What the setting needs to do to improve further

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

- strengthen supervisory meetings to help identify staff's professional development to further develop their skills and knowledge to an even higher level
- make the most of staff interactions and activities to further challenge and extend children's learning
- build further on arrangements for comparing the progress of different groups of children to help them achieve to the highest level.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector viewed documentation, including children's records, risk assessments, accident, incident and complaint records.
- The inspector checked staff qualifications and evidence of their ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of the quality of teaching and learning.
- The inspector spoke with parents to seek their views and comments.
- The inspector accompanied staff, children and parents to an off-site activity.

Inspector

Jane Morgan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager regularly checks the suitability of staff. She ensures no one unsuitable has unsupervised access to children to help keep them safe. The manager and staff understand their role to protect children. They know the local safeguarding procedures to follow if they have a concern about a child's welfare. The manager and staff assess risk in all areas used by children and prior to off-site activities to help minimise hazards to children. The manager has effective improvement plans in place. Regular visits from the local authority improvement team helps to further identify strengths and areas for improvement. For example, the manager has strengthened systems to assess and monitor the good progress children make, overall.

Quality of teaching, learning and assessment is good

Staff promote children's learning well, on the whole, and support what children need to learn next. They plan a variety of exciting, challenging activities to meet their individual needs. For example, they skilfully show children a variety of objects as children excitedly sing 'what's in the bag?' Staff use a range of descriptive words to help build children's vocabulary to a good level, such as staff say, 'your crown is shiny and sparkly'. Children are keen and eager to join in. Staff promote children's physical skills and exercise well. For example, staff enthusiastically encourage children to dance, jump and jiggle to music. Children concentrate as they excitedly listen to music. They giggle as they stop and stand still like a statue. Staff consistently praise and encourage children for their achievements. Staff use visual prompts to act as a reminder to help children know what is happening next. Children know and follow routines well.

Personal development, behaviour and welfare are good

Children settle quickly when they first arrive and they are confident and self-assured. Children enthusiastically dress up and act out a nativity scene. They excitedly say to visitors 'I have a crown'. The manager and staff help children begin to understand how to keep themselves safe. For example, they encourage children to hold hands as they walk to the local church. Children behave extremely well. Partnership with parents is good. Parents comment that they are happy with their children's progress, particularly early speaking and mathematical skills. Staff promote children's healthy lifestyles well. Children have plenty of fresh air. For example, they access a variety of exciting experiences outdoors and trips to local woods.

Outcomes for children are good

All children make good progress and achieve well from when they first start. They develop key skills for the next stages in their learning and, when appropriate, for school. Staff promote children's self-help skills to a good level. Children independently use the bathroom, wash and dry their hands. They choose from a variety of snacks and skilfully pour themselves a drink. Children begin to develop friendships and become sociable in social situations, such as when Father Christmas arrives to give them all a gift or as they excitedly walk down the church aisle to lay a pretend baby in a crib.

Setting details

Unique reference number	137266
Local authority	Bromley
Inspection number	10080466
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	23
Number of children on roll	12
Name of registered person	Pedder, Debra
Registered person unique reference number	RP511614
Date of previous inspection	6 February 2018
Telephone number	07714 661035

Absolute Beginners registered in 1994 and operates in Farnborough Village, Kent. There are four staff, two of whom have a relevant childcare qualification at level 3 and one member of staff at level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. The Pre-school provides funded early education for two-, three-and four-year-old children.

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