

St Matthew's High Brooms Pre-School



St. Matthews Church Hall, High Brooms Road, TUNBRIDGE WELLS, Kent
TN4 9DA

Inspection date	6 March 2019
Previous inspection date	6 May 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

This provision is good

- The manager and staff promote diversity well throughout the setting. For example, they display the many home languages that children use across the pre-school. This helps children successfully develop an understanding about communities and people who are different from themselves.
- Staff plan a range of activities that motivate and challenge children. For example, children concentrate for long periods of time transferring water from the water butt to flower pots. They skilfully ask children questions that help to extend their thinking and problem-solving skills. All children engage in well-planned group activities.
- The manager and staff create a warm and welcoming environment for children. They are kind and encouraging, helping children to feel valued.
- Children have good opportunities to develop their imaginations. For instance, they enjoy pretending to bake cakes and dressing up as characters from their favourite films.
- Parents are successfully kept up to date with their child's progress. They attend regular consultations and staff share ideas to extend children's learning at home. However, staff do not obtain enough information from parents about what children already know and can do when they start. This means staff are not able to plan precisely enough from the outset.
- The monitoring of groups of children is not fully developed to ensure any gaps in learning are swiftly identified and addressed.

What the setting needs to do to improve further

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

- gather more precise information from parents about what children already know and can do on entry to the pre-school, to fully inform planning from the outset
- strengthen systems for monitoring groups of children to swiftly identify and address any emerging gaps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact that this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the signs of potential abuse and neglect. They understand the processes to follow should they have concerns that a child is at risk of harm. The manager regularly observes staff practice. She carries out regular supervision meetings to monitor their performance and to help identify areas for development. Staff support children with special educational needs particularly well. They work closely with external agencies to ensure all children get the support they need to make good progress. The manager evaluates the setting well. She seeks the views of staff, parents and children to help identify areas for improvement.

Quality of teaching, learning and assessment is good

Staff regularly observe children at play and make accurate assessments of children's learning and development. They use a variety of strategies, such as sign language and singing, to successfully enhance children's communication and language development. This helps children who speak English as an additional language to gain the skills they need to communicate effectively. Staff provide lots of resources for children to explore technology. For example, children enjoy racing remote-controlled cars and are fascinated by the light patterns they make with a torch. There are good opportunities for children to challenge their physical skills. For instance, they learn to balance along low beams and enthusiastically join in daily exercise sessions.

Personal development, behaviour and welfare are good

Staff have positive relationships with the children. They know them well and are sensitive to their needs. For instance, they give praise and reassurance to promote children's confidence and self-esteem. Staff are positive role models for children. They support children to behave well. Children know what is expected of them and staff regularly remind them of the rules. Staff explain to children how to keep safe and encourage them to take small risks for themselves. For example, children wear helmets when using scooters and stand on planks of wood to see if they wobble. Children are given many opportunities to develop their independence, such as hanging up their coats and changing their shoes.

Outcomes for children are good

Children are happy and enjoy their time together at the pre-school. They learn to share toys and take turns. They frequently use their developing early mathematical skills. For instance, they count the number of their friends present at circle time and recognise numbers in the environment. Children, including those with special educational needs and those who speak English as an additional language, make good progress. They develop the skills that prepare them for their next stage in learning and the move to school.

Setting details

Unique reference number	127611
Local authority	Kent
Inspection number	10063876
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	28
Name of registered person	St Matthew's High Brooms Pre School Committee
Registered person unique reference number	RP905293
Date of previous inspection	6 May 2016
Telephone number	07768518191

St Matthew's High Brooms Pre-School registered in 1974 and is situated in Tunbridge Wells, Kent. It is open from 9am to 3pm Monday to Thursday, and 9am to midday on Fridays, during term time only. The pre-school receives funding for free early education for children aged two, three and four years. There are eight members of staff. Of these, six hold appropriate early years qualifications at level 3 and one holds level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

