

# The Wendy House At St Michaels

St Michaels Hall, St Michaels Road, Maidstone ME16 8BS



<b>Inspection date</b>	13 March 2019
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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children have formed strong bonds with all staff and thoroughly enjoy the time they spend at the pre-school. Children who are moving between rooms and those going on to formal education are well supported. The pre-school staff have established strong settling-in procedures, which help to support children's emotional well-being.
- Staff effectively help to support children's early writing skills. For instance, children enjoy exploring the texture of the flour as they make marks in it using a range of tools as well as their fingers.
- Partnerships with parents are good. Staff keep parents informed about their children's achievements regularly and provide information to help parents support children's learning at home.
- Children learn about the importance of a healthy diet. For example, staff provide children with nutritious food at snack times and meet any dietary requirements.
- At times, staff do not take all opportunities to help support younger children's mathematical skills, in particular to increase their understanding of numbers and quantities.
- Staff do not always organise daily routines to help ensure all children are fully engaged and focused in their chosen activities.
- The management team does not critically evaluate the progress younger groups of children make, to precisely target improvements to provide learning of the highest quality.

## What the setting needs to do to improve further

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

- strengthen opportunities for younger children to develop an interest in and build on their early mathematical skills
- review and improve daily routines to continually maintain children's focus and engagement in activities
- strengthen the monitoring system for tracking younger children's progress, to sharpen the identification of gaps in all areas of learning.

### Inspection activities

- The inspector observed staff's interactions with children in all areas of the pre-school.
- The inspector sampled a range of documents, including policies and procedures, and children's learning records.
- The inspector spoke with staff, children and parents, and took their views into account.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider and manager to discuss the organisation of the pre-school.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is good

The management team and staff have a clear understanding of their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare. Safeguarding is effective. The provider recognises the importance of having a strong staff team. She has implemented strong recruitment and induction procedures to help ensure all staff are suitable and supported fully in their roles. The management team makes sure that staff continue their professional development. For example, staff have recently attended a language and development course and aim to use the knowledge gained to improve outcomes for all children. The management team has established strong links with early years professionals and schools to help meet children's individual needs and provide a continuity of care and learning. The provider has developed a positive culture among her team, which helps to promote ongoing improvement.

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

Staff help children develop their speech and language skills. For example, they sing action songs with the children and sensitively repeat words back so that children can hear them pronounced correctly. Staff make effective use of observations and assessments to help them identify children's next steps in learning. They plan activities which help motivate children to learn. For instance, younger children enjoy rolling the cars through the paint to explore the patterns they make on the paper. Older children skilfully use the stethoscope in the role-play area, as they engage in pretend play with their friends. This helps them to develop their imagination and practise their social skills.

### Personal development, behaviour and welfare are good

Children's behaviour is good and appropriate for their age. Staff are good role models who make effective use of praise to encourage children to have a go and gain a sense of achievement. For instance, children take turns as they play games and share resources. Children learn to respect and value their own and other people's similarities and differences. They have a wide range of opportunities to learn about the world around them. For instance, they have visits from the emergency services to help learn about people who help us. Staff also take the children on visits to sing songs to the residents at the local retirement home to help children learn about their local community.

### Outcomes for children are good

Children, including those with special educational needs and/or disabilities and those who are learning English as an additional language, make good progress. They are confident, polite and kind to their friends. For instance, children give their friends some of their play dough so that they can all make birthday cakes. Children develop the skills they need for their future learning and move to school. For example, they wash their hands after using the toilet and before eating. The children are eager to help to care for their environment, such as using the dust pan and brush to sweep up the flour spilled on the floor.

## Setting details

<b>Unique reference number</b>	EY539768
<b>Local authority</b>	Kent
<b>Inspection number</b>	10089623
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Wendy House Maidstone Limited
<b>Registered person unique reference number</b>	RP539767
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07788 180631

The Wendy House At St Michaels registered in 2016 and operates in a church hall in Maidstone, Kent. The pre-school is open on Monday to Thursday from 9am to 3pm and on Friday from 9am to midday, during term time only. The provider is registered to provide free early education for children age two, three and four years. The provider employs 11 staff, nine of whom hold relevant early years qualifications at level 2 or above.

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