

# Parkwood Christian Fellowship Preschool

Parkwood Green, Gillingham, Kent ME8 9PN



<b>Inspection date</b>	13 March 2019
Previous inspection date	5 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 actively includes the views of staff, parents and children to reflect on and evaluate the service provided. For instance, they have developed the use of the outdoors to provide a stimulating area where children can play and explore safely.
- Children enjoy and benefit from daily opportunities to exercise and effectively enhance their physical skills and development.
- The manager and staff make good links with other professionals involved in the children's development and care. They share developmental information, and this helps to provide good continuity of care and education.
- Staff enhance children's communication and language skills well. For instance, they clearly emphasise key words throughout their interactions and use fun strategies with the children to help their understanding and speaking skills. Children make good progress in their learning from their starting points.
- Staff build on children's confidence and sense of belonging. For example, they constantly praise children for their achievements.
- Staff do not consistently make the most of opportunities to use children's interests to extend on their learning.
- Staff do not fully include parents in the initial assessment of their child's development to further enhance how accurately they plan for children's development from the start.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend on the children's learning following their individual interests
- enhance the way staff strengthen parents' input into the initial assessments of children's development to enhance their accuracy and further support staff to plan for their learning from the start.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation 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 suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The manager continually improves the quality of staff practice. For instance, she organises relevant training to help keep staff knowledge and understanding of how children learn up to date. The manager effectively monitors individual and groups of children's progress to close any gaps in their learning and development successfully. For example, staff use mathematical language and number resources to enhance children's understanding of mathematical concepts, such as number recognition and size. Safeguarding is effective. Staff demonstrate a strong understanding of the possible signs of abuse and how to report concerns regarding children's safety or welfare. All staff are trained in child protection and wider safeguarding issues. The manager monitors staff's suitability effectively.

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

Overall, staff assess individual children's progress in their development well and effectively plan for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children in their play and exploration. For instance, children enthusiastically enjoy working together to create and construct with large building blocks. Staff effectively challenge the children to use their thinking skills, for example, to consider which is taller, the tower they have built or themselves. Staff effectively encourage children to lead their own play and exploration, and make their own creative decisions about what they wish to make. Staff adapt activities and set achievable targets to promote children's individual learning.

### Personal development, behaviour and welfare are good

The key-person system works well and relationships between staff and children are strong. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food choices. Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving up their own snack, as well as pouring their own drinks from a jug. Children are encouraged to be polite and have a good understanding of sharing and taking turns.

### Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. For instance, they enjoy exploring the environment, which includes positive cultural images and dual-language text, and gain an understanding of different festivals from around the world. 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, identify and start to write their own names, and understand letters and sounds.

## Setting details

<b>Unique reference number</b>	103830
<b>Local authority</b>	Medway
<b>Inspection number</b>	10084793
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Parkwood Christian Fellowship Committee
<b>Registered person unique reference number</b>	RP524317
<b>Date of previous inspection</b>	5 March 2018
<b>Telephone number</b>	01634 366574 (am only)

Parkwood Christian Fellowship Preschool registered in 1992. It operates from a church building in Gillingham, Kent. The pre-school opens Monday and Tuesday from 9.15am to 2:45pm, and Wednesday, Thursday and Friday from 9.15am to 12.15pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 14 staff at the pre-school, as well as the nominated person, who is a member of the committee. Of these, 10 hold a relevant early years qualification at level 2 or above. The manager holds an appropriate early years qualification at level 6.

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