

St Paulinus Pre School

St. Paulinus Church Centre, Hillcrest Road, EDENBRIDGE, Kent TN8 6JS



Inspection date	18 March 2019
Previous inspection date	30 September 2015

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

- Staff understand children's individual interests and developmental needs well. They make good assessments of children's progress through which they carefully establish next steps in learning for children. They plan effective activities that children enjoy and that support their good ongoing development.
- Staff actively encourage the development of independence. Children confidently carry out tasks, such as preparing their snacks or dressing for outdoor play by themselves.
- Children, including those with special educational needs and/or disabilities, make good progress from their starting points. Staff work closely with other professionals to ensure children have the extra support they need to progress to their full ability. They successfully implement strategies that enable all children to have equal opportunities to understand and communicate.
- The manager supports staff effectively to develop their knowledge and skills. She carefully sources training that helps staff to cater well for children's individual needs and to boost their outcomes. For example, all staff have developed skills that enable them to communicate with children with limited speech.
- Staff do not consistently use teaching techniques that allow children to think deeply about their own ideas and thoughts.
- While staff support children to develop early numeracy skills, they do not act effectively on all opportunities that arise throughout the day to promote counting skills and a knowledge of numbers fully.

What the setting needs to do to improve further

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

- enhance teaching skills further to allow children more opportunities to develop and test out their own ideas
- strengthen the provision for supporting children to develop early number skills by acting on all opportunities that arise throughout the day, including in children's play.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager successfully ensures that her staff team understand how to recognise if a child's welfare is at risk. Staff know the procedures to follow if such a concern arises. The manager makes good use of feedback from staff and parents to assess where she can make useful changes to improve practice. Following parent feedback, staff now challenge children more to help them develop skills they will use in their later learning, such as beginning to write their names. The manager carefully monitors children's progress and assesses which areas of learning need to be delivered better. She is currently working with staff to improve children's outcomes in mathematics. The manager supports her staff team well to improve as practitioners and uses effective systems to continue to build on their good teaching skills.

Quality of teaching, learning and assessment is good

Staff establish strong relationships with parents. They ensure parents understand how their children are progressing and how they can further support their learning. Staff interact positively with children and demonstrate good teaching skills. They cleverly encourage creativity and allow children to make their own choices. For example, when children draw and decorate hands, they create hands in many colours, shapes, sizes and with different patterns. Staff challenge children skilfully and encourage them to succeed. For instance, when children use scissors, staff model the correct hand actions and warmly praise children's achievements. Staff successfully teach children to respect the differences that exist between people, and children learn to communicate in different ways.

Personal development, behaviour and welfare are good

Staff have strong relationships with children, through which children feel safe and secure. In rare instances, where children find it harder to separate with their parents, staff comfort children warmly and children quickly engage merrily in play. Staff know children very well and show dedication to ensuring their well-being. For example, they recognise when children have health problems and take appropriate action. Staff follow well-considered strategies to help children feel confident when they need to move on to another setting, such as school. These include helping them feel familiar with the different routines and activities they will experience. Staff promote positive behaviour in a thoughtful manner and children talk about kind ways to use their hands.

Outcomes for children are good

Children enjoy the activities on offer and concentrate intently on these. They demonstrate good control of their hands as they pick up very small sequins using their fingers and use a range of materials to make or draw roads for the cars they play with. They have great opportunities to develop skills that will help them to become writers at a later stage. Children practise and develop their large body movements. They have fun running and stopping on command or managing to throw balls through hoops. Children develop good social skills. They frequently choose to play with others and share resources willingly. Children develop confidence well, for example those who once were quiet, soon feel happy to speak in front of the whole group.

Setting details

Unique reference number	127618
Local authority	Kent
Inspection number	10063745
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	St Paulinus Pre-School Committee
Registered person unique reference number	RP907888
Date of previous inspection	30 September 2015
Telephone number	07796 795 811

St Paulinus Pre-School registered in 1973. It operates from a church hall in Edenbridge, in Kent. The pre-school is open Monday, Wednesday and Friday from 9.15am to 1.15pm and Tuesday and Thursday from 9.15am to 12.15pm, during term time only. The pre-school employs six members of staff, of whom all hold early years qualifications at level 3, and the manager has a level 4 qualification. The pre-school receives funding for early years education for children aged two, three and four years.

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