

# Molly's Pre-School

Langafel C of E Primary School, Main Road, LONGFIELD, Kent DA3 7PW



<b>Inspection date</b>	20 March 2019
Previous inspection date	15 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- Superb targeted activities and intervention strategies ensure all children, including those with special educational needs/disabilities or who speak English as an additional language, make excellent progress in their learning.
- Communication between staff and parents is excellent. Parents praise the exceptionally high levels of support they and their children receive. All staff have worked hard to develop innovative ways of sharing information with them. Consequently, they feel extremely involved and engaged with their children's learning in the pre-school and at home.
- Staff provide children with highly stimulating and exciting resources and activities. Children are extremely self-motivated and enthusiastic as they explore the exceptionally well-planned environment.
- Excellent teaching supports all children, including those whose starting points are very low, to develop their communication and language skills. Staff's superb use of well-researched techniques helps children learn new words and sounds as they play.
- Children are very happy and thrive in the nurturing environment. Staff support children to understand their feelings and behaviour well. For example, they play alongside them to model good manners and politeness.
- Leaders recognise that some documents are not well organised or as robust as they could be. They have already taken steps to improve processes for record keeping, such as changing procedures for staff recruitment. Weaknesses are not impacting on children's safety or welfare. Safeguarding is effective.

## What the setting needs to do to improve further

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

- improve processes for record-keeping so that all documents are thoroughly maintained and well organised and are readily available for inspection.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector spoke with children and parents and sampled parent questionnaires to take account of their views.
- The inspector held meetings with the provider and managers, and spoke with all staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including records of children's progress, evidence of staff suitability, and policies and procedures.

**Inspector**  
Alison Martin

## Inspection findings

### Effectiveness of leadership and management is good

Leaders are ambitious in their commitment to providing a caring learning environment for all children. Using the views of staff, parents and other professionals, they successfully evaluate practice to improve outcomes for all children. Regular meetings and targeted training programmes support professional development for all staff. For instance, following an exchange visit to another setting, staff are reviewing how they plan children's learning. Children's progress is closely monitored and any gaps in their learning are quickly identified and interventions put in place. Staff understand their responsibilities for safeguarding children. They know what to do, and how to report their concerns, if they are worried about any aspect of children's welfare.

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

Staff meticulously assess what children know and can do. They use this knowledge to strengthen their excellent teaching skills and further extend learning. For instance, children are fascinated to learn about growing and changing as they delight in investigating frogspawn and handling replica models of the frog life cycle. Staff skilfully encourage children to engage in meaningful conversations. They actively listen to children and expertly build on their storytelling and vocabulary. They use their expert knowledge to plan innovative activities that stimulate children's curiosity and develop their problem-solving skills. For example, children learn about size, shape and number as they carefully work out how much dry spaghetti they need to go through small holes in a container.

### Personal development, behaviour and welfare are good

Staff form very close bonds with children. They constantly adapt routines and activities so that children are comfortable and relaxed throughout the day. Children enjoy plenty of fresh air and exercise. They are excited to run, slide, climb and dig outside. They display good levels of self-confidence to manage risks and challenges, for example when they climb to the top of the playhouse or walk along the raised balance beam. Children develop good independence skills and habits to keep themselves healthy, such as washing their hands before snack and eating nutritious food. They learn about wildlife and the world as they care for the fish and grow plants outside. Children learn about different festivals and customs throughout the year. For example, when they join the local school for an Easter parade or learn about the story of Chinese New Year.

### Outcomes for children are outstanding

Children develop essential skills for their future learning, including when they go to school. Excellent resources excite children and encourage them to develop their writing skills, such as using pens on clear plastic film. Children understand the order of numbers as they spontaneously count backwards and forwards or notice when there is one more or one less in a group of objects. Children demonstrate excellent self-regulation in their behaviour and attitudes, as they are guided to understand and deal with their feelings by extremely sensitive and compassionate staff.

## Setting details

<b>Unique reference number</b>	127386
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063741
<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>	46
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Ewen, Nicola Ann
<b>Registered person unique reference number</b>	RP512943
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	01474 702004

Molly's Pre-School registered in 1966 and is situated in Langafel Church of England Primary School, in Longfield, Kent. The pre-school is open Monday to Thursday from 8.50am to 3.30pm and on Friday from 8.50am to midday, during term time only. It provides funded early education for two-, three- and four-year-old children. There are 14 members of staff, 13 of whom hold appropriate childcare qualifications at level 2 or above. The owner holds a relevant qualification at level 6.

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