

Mereworth Pre-School

Village Hall, Butchers Lane, Mereworth, Maidstone, Kent ME18 5QD



Inspection date	13 May 2019
Previous inspection date	22 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not provide parents with the required written summary of their children's progress when aged between two and three years in order to help identify gaps in children's learning swiftly.
- The manager does not ensure that staff consistently make accurate ongoing assessments of children's progress to support their development effectively.
- The provider does not always work effectively with other providers when a child attends more than one setting, to provide a consistent approach to their learning.
- Supervision arrangements are not effective for the manager or staff to help raise the quality of teaching to a consistently good level.
- Staff miss opportunities to encourage children to think for themselves, to fully extend and challenge them, to help them make the best possible progress.
- The provider and manager do not consistently reflect on their practice to ensure they meet all legal requirements.

It has the following strengths

- Partnerships with parents are strong. Parents speak highly of the staff and are happy with the care their children receive.
- Staff are good role models for children. Staff and leaders have high expectations for children's behaviour. Children play cooperatively and behave well.
- Staff encourage children to develop good independence skills.
- Children are happy and settled and form strong attachments with their key person.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide parents with the required written summary of children's progress in the prime areas when aged between two and three years	24/06/2019
complete accurate assessments of children's development to identify all gaps in children's learning and plan next steps that build on what children know and can do, in order to help them make the best possible progress	24/06/2019
work with other settings that children attend, to ensure that all information is shared to provide a consistent approach to children's learning.	24/06/2019

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

- place a stronger focus on the manager and staff supervision to provide targeted support to help raise the quality of teaching to a consistently good level
- increase opportunities for children to develop their critical-thinking skills to challenge them fully and to help them make consistently good progress
- develop self-evaluation processes to identify all areas for improvement.

Inspection activities

- The inspector observed the quality of teaching and learning both inside and outside of the setting.
- The inspector carried out a joint observation with the manager to observe the quality of teaching.
- The inspector viewed a range of documents, including suitability checks, first-aid certificates and children's individual records.
- The inspector talked to staff, parents and children to gain their views.
- The inspector met with the manager to discuss how they drive improvements and evaluate their practice.

Inspector
Nicola Pochin

Inspection findings

Effectiveness of leadership and management requires improvement

The manager reflects on practice to make some improvements. However, this is not rigorous enough to ensure all requirements are met. For example, the provider does not complete a written summary of progress for children when aged between two and three years. Safeguarding is effective. The manager ensures that staff have a sound knowledge of what to do if they have concerns for the well-being of a child in their care. Staff supervisions do take place, although the arrangements for these meetings do not provide staff, or the manager, with a clear understanding of how to reflect on and improve their own practice. The manager ensures staff supervise children well and complete thorough risk assessments to help keep children safe. Additional funding is used well and has a positive impact on the children who access it.

Quality of teaching, learning and assessment requires improvement

Staff make assessments of children's learning. However, these are not consistently accurate in order to identify all gaps in their learning. Staff do not ensure that they identify clear next steps that build on children's learning to support children's development effectively. Staff are very positive and provide lots of praise and encouragement to the children. Staff plan a range of interesting and exciting activities for the children, although staff do not always challenge children effectively. For example, at times, staff step in too early to provide help and do not always encourage children to share their thoughts and ideas, to help them overcome challenges for themselves. Staff plan a range of activities which teach children about diversity and different cultures. For example, children learn about other cultures relating to children who attend the setting.

Personal development, behaviour and welfare require improvement

The key-person system is effective and children have secure attachments to the adults who care for them. However, information sharing between themselves and other settings that children attend is not fully embedded. Children develop good independence skills. For example, they use the toilets independently, cut up their own fruit and pour their own drink at snack time. Staff help children learn about leading healthy lifestyles. For example, after taking part in exercise, children discussed the effect of exercise on their heart. Due to the lack of a written progress check between the age of two and three, early identification of additional support required is not always identified at the earliest opportunity.

Outcomes for children require improvement

Children make only steady progress. Attainment is lower for some children due to inconsistencies in staff practice. Children gain some of the skills required to start school. For example, staff encourage children to change their shoes and clothes independently for physical activities, in good preparation for school. Children enjoy a range of activities, such as using resources to develop writing skills and that support their physical well-being effectively.

Setting details

Unique reference number	127376
Local authority	Kent
Inspection number	10105085
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	39
Name of registered person	Mereworth Pre-school Committee
Registered person unique reference number	RP908688
Date of previous inspection	22 October 2015
Telephone number	01622 297040

Mereworth Pre-School registered in 1990. It is situated in Mereworth, in Maidstone, Kent. The pre-school opens on weekdays during term time only. It opens from 9am until 3.45pm on Monday and Wednesday, from 9am to 12.30pm on Tuesday and Thursday, and from 9am to 1.30pm on Friday. It provides funding for free early education for children age two, three and four years. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications from level 2 to level 4.

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

