

St Martins Pre School

St. Martins Church Hall, Northumberland Road, Maidstone, Kent ME15 7LP



Inspection date	18 June 2019
Previous inspection date	23 May 2016

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

- The manager has robust systems in place to ensure children are safe. For example, she completes daily checks of the environment, indoors and outside, to identify and minimise potential risks. Staff successfully help children learn how to keep themselves safe. For instance, children regularly take part in fire drills.
- Staff make good use of opportunities to teach children about the natural world. This is illustrated when they talk to children about a small spider that they have found in the garden.
- Children have good opportunities to learn about diversity and people who are different from themselves. For example, staff provide resources, such as multicultural dolls and books, that positively reflect other cultural backgrounds.
- Staff help children to develop their early counting skills. This is demonstrated when they encourage children to count the number of items in their lunch box.
- Parent partnerships are strong. Parents comment that their children are happy and settled. They feel they are kept fully up to date with their child's learning and development. However, staff do not consistently share suggestions and ideas with parents to enable them to further support children's learning at home.
- Occasionally, staff carry out manageable tasks for children, such as putting on aprons and changing shoes. This means children are not encouraged to fully develop their independence and self-help skills.

What the setting needs to do to improve further

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

- improve processes to routinely share ideas for parents to further support and extend their children's learning at home
- encourage and support children to do things for themselves when they are able, so they can develop their independence and self-help skills further.

Inspection activities

- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff recognise the signs of potential abuse and neglect and know the processes to follow should they have concerns about children's welfare. The manager successfully monitors staff performance. Regular supervision encourages staff to be reflective and helps them to identify any areas for development. As a result, children benefit from consistently high-quality teaching. The manager considers the views of parents and children when evaluating the provision. For example, following parent feedback, snack time has been changed to earlier in the morning. The manager makes good use of additional funding to promote positive outcomes for all children. For instance, funding has been used to improve the outdoor area to enhance children's physical and communication skills.

Quality of teaching, learning and assessment is good

Staff regularly observe children's play and make accurate assessments of children's development. As a result, emerging issues are quickly identified and addressed. Staff make full use of outside agencies to ensure all children to get the help they need to make continued progress. Staff successfully help develop children's communication and language skills, particularly those children who speak English as an additional language. This is illustrated when they share stories and talk to children in their home language. Staff use a variety of strategies to improve children's reading and writing skills. For example, they attend story time at the local library and enjoy mark making on whiteboards in the garden.

Personal development, behaviour and welfare are good

Staff form strong relationships with children and families. The successful key-person system ensures children feel safe and secure. Staff are good role models for children. They positively encourage children to take turns and share resources. Children are supported well with a range of transitions. For example, staff use visual timetables showing the main activities of the day to help children understand the daily routine. Staff regularly take children on outings, such as to the local shops and library to learn about the community in which they live. Staff positively teach children about the importance of a healthy diet and provide plenty of opportunities for fresh air and exercise.

Outcomes for children are good

Children behave well and are happy at the pre-school. They successfully enhance their physical skills, which is demonstrated when they confidently ride bicycles and climb up the slide in the garden. Children build their imaginations well, for instance, they pretend to make staff and visitors lunch in the outdoor role-play area. All children, including those who speak English as an additional language, make good progress from their starting points. They acquire the skills they need for their next stage in learning and the move to school.

Setting details

Unique reference number	127602
Local authority	Kent
Inspection number	10063875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	St Martins Pre School Committee
Registered person unique reference number	RP519595
Date of previous inspection	23 May 2016
Telephone number	07933 792161

St Martins Pre School registered in 1971 and operates from a church hall in Shepway, Maidstone, Kent. It is open Monday to Friday from 9am to 3pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs six staff who all hold a childcare qualification at level 2 or above. The manager holds a foundation degree in childcare.

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.

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