

Swan Street Pre-School

61 Swan Street, West Malling, Kent ME19 6LW



Inspection date	19 June 2019
Previous inspection date	30 June 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 get to know children and their individual personalities well. They establish secure and trusting relationships with them. Children have a good sense of belonging.
- Staff build positive relationships with parents and keep them fully informed and involved in their children's learning. For example, they share helpful ideas with them, such as the importance of healthy eating. They offer tips about how to help make their children's lunch box items healthy.
- The managers and staff evaluate practice together effectively. They hold discussions daily to review how well the activities motivated children to learn. They use their findings to support their future activity plans. This helps keep children interested in their learning experiences to support them to continue to make good progress.
- All staff are keen to keep up to date with new early years information and build on their skills and knowledge even further. They attend a good range of beneficial training. For example, they have learned about the different ways to engage the younger children in their learning.
- All children are independent. They choose their own play and complete their own tasks with confidence.
- Staff skilfully help prepare children for their eventual move to school. For instance, they implement routines that they will experience at school, such as changing their clothing for exercise sessions with confidence. This helps children learn about what is going to be expected of them.
- Staff do not consistently extend children's thinking and listening skills even further.
- Staff do not make the most out of ways to extend children's interest in exploring and investigating the natural world.

What the setting needs to do to improve further

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

- extend children's opportunities to consistently have time to think and then respond to good, challenging questions to develop their communication skills even further
- build on children's opportunities to explore and investigate the natural world more extensively.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The managers closely monitor the quality of care and teaching that staff provide children. For example, they regularly observe them interact with children and provide them with helpful advice to support their future performance. Staff establish positive partnerships with other early years professionals. They communicate with and share children's achievements with other settings that children also attend regularly. This helps provide children with a good and consistent approach to their shared care and learning experiences. The managers and staff use additional funding effectively to support children's individual learning needs. For example, they have purchased resources and training to support children to be more confident to socialise and communicate their ideas. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek advice and raise and follow up concerns. Staff deploy themselves well in all learning areas, including outdoors. This helps ensure all children remain safe.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track the progress of individual and differing groups of children, including those with special educational needs and/or disabilities. This enables them to promptly identify any gaps in children's development and provide good support to help them catch up in their learning. Children have good opportunities to be creative. For instance, they explore art in interesting ways and enjoy making three-dimensional models. Staff build on children's interests and ideas well. For example, when children have an interest in aeroplanes and enjoy looking at a book about transport, they go on to make their own models of their favourite mode of transport. Children who have an interest in spiders use masking tape to make a giant spider's web and make telescopes to 'find' the spiders and bring their imagination alive.

Personal development, behaviour and welfare are good

Children gain a good understanding of healthy lifestyles. For instance, they exercise daily and have opportunities to rest and relax in quieter activities if they wish to. Children gain a good understanding of other people's similarities and differences. For example, they learn about the different traditional dress, music and food of other countries, such as Poland, the Philippines and India. Children have good opportunities to challenge their physical skills and explore different ways to move. For example, they balance on crates, hang and swing on monkey bars and descend firefighter poles.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children gain good skills to support their future learning. They develop good social skills and build meaningful friendships. For example, they play happily together during group activities. Children recognise simple words on meaningful print in the environment, such as labels, with confidence. Children confidently count beyond 10 as they play.

Setting details

Unique reference number	127667
Local authority	Kent
Inspection number	10106656
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	33
Name of registered person	West Malling Baptist Church Committee
Registered person unique reference number	RP904955
Date of previous inspection	30 June 2015
Telephone number	01732 875678

Swan Street Pre-School registered in 1997. It is located in West Malling, Kent. The setting is open on Monday and Friday from 9am to midday and on Tuesday, Wednesday and Thursday from 9am to 3pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs nine members of staff, eight of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who has a level 6 qualification, one who holds qualified teacher status and one member of staff who holds early years professional status.

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