

Swanley Kindergarten Pre-School

Christ Church Centre, Kingswood Avenue, Swanley, Kent BR8 8AN



Inspection date	25 June 2019
Previous inspection date	16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 setting offers an environment that is calm but stimulating and vibrant. Staff are positive role models, who ensure that all children are valued and cared for. This helps children to have a secure sense of belonging and learn the importance of respect and kindness.
- Staff gather useful information from parents about children's starting points, interests and routines. They make good use of this information when planning for children's learning. Parents comment on how happy their children are and the good progress they make.
- There are strong and effective links with local schools and outside agencies to promote consistency and support for children's care and learning.
- The targeted support for children's speech and language has a positive impact on children. They are empowered to communicate, socialise and access all learning opportunities. Children who are learning English as an additional language soon catch up in their communication skills, due to the good support from staff.
- Staff teach children about safety throughout the routine. For example, children learn the importance of climbing carefully to keep themselves and others safe. However, staff miss opportunities to help children understand why good nutrition and physical activity are important and help them to develop healthy lifestyles.
- There are clear arrangements in place for staff supervision, which help to promote good outcomes for children. However, there is scope to develop a stronger focus on the quality of teaching to aim for outstanding practice.

What the setting needs to do to improve further

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

- consider ways of extending the staff supervision arrangements to include a sharper focus on enhancing the quality of teaching across the whole staff team
- extend further children's understanding of their own well-being, such as the impact and benefit of healthy eating.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a management meeting with the provider and the deputy manager.
- The inspector spoke to children, parents and staff to consider their views on the setting.

Inspector

Linda du Preez

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their roles and responsibilities to keep children safe. They undertake a range of training courses, so they are aware of changes in requirements and procedures. Leaders have a clear view of the progress of individual and groups of children. They adapt the routines and resources to focus on areas that will help children to catch up. For example, they notice that some groups of children lack understanding of the natural world and provide plants and food for them to grow. Managers evaluate the quality of the provision and involve staff and parents in changes. They also use funding effectively to provide targeted activities for children who need additional support. For instance, they purchase resources and plan activities to boost children's confidence and support their communication skills.

Quality of teaching, learning and assessment is good

Children enjoy a range of outdoor activities that develop their curiosity and interest. For instance, they explore patterns and shapes created as they paint with water using a range of brushes and rollers. This enables them to explore their creativity and develop strong physical skills. Staff support children's communication and language skills very well using positive praise and interactions. They talk to children and consistently use open-ended questioning to challenge and extend their thinking. For example, when children plan to build and construct, staff encourage them to think through their plans and predict possible outcomes. Consequently, children become increasingly inquisitive and share their ideas and thoughts.

Personal development, behaviour and welfare are good

Staff care for children extremely well and develop positive relationships with them and their families. The positive relationships across the setting result in children feeling secure, settled and confident. Children develop strong physical skills as they climb and explore the range of apparatus available to them. They grow in confidence as staff help them to develop their independence. For example, children help to set up and clear away after playing and thrive on the opportunity to make a positive contribution to routines. Children develop strong social skills as staff teach them to share and take turns. Furthermore, they learn to be caring and kind, as more-confident children invite those who are shy to join in and play.

Outcomes for children are good

Children use toys and equipment that enable them to develop valuable skills for their future learning. They listen attentively to stories and enjoy choosing and looking at books independently. They explore a range of writing materials and make marks enthusiastically. Some children produce recognisable symbols and letters. Children consider mathematical concepts throughout the session. For example, they solve puzzles, compare sizes and shapes and enjoy counting. Children show their active imaginations through creative activities such as painting and role play. All children develop confidence, which enables them to participate and make the most of opportunities to explore, investigate and develop skills in readiness for starting school.

Setting details

Unique reference number	127670
Local authority	Kent
Inspection number	10108466
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	90
Number of children on roll	74
Name of registered person	Heather, Patricia Ann
Registered person unique reference number	RP906342
Date of previous inspection	16 June 2015
Telephone number	07562 728244

Swanley Kindergarten Pre-School registered in 1989. It operates from church premises in Swanley, Kent. The kindergarten is open during term time only. Sessions run from 9.30am to midday on Monday and Friday and from 12.45pm to 3.15pm on Tuesday, Wednesday and Thursday. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are 15 members of staff. Of these, seven hold early years qualifications at level 3, three hold qualifications at level 4 and one holds a qualification at level 6.

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

