

# Blue Bell Hill Pre School

Village Hall, Robin Hood Lane, Blue Bell Hill, Chatham, Kent ME5 9QR



<b>Inspection date</b>	2 July 2019
Previous inspection date	8 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff establish positive relationships with children and get to know their individual personalities well. This helps children to settle quickly and happily into their play. Children have a good sense of belonging and positive levels of well-being.
- Staff keep parents fully involved in their children's learning. For example, they regularly share activity ideas for parents to enjoy at home with their children, such as rhyming games.
- The manager and staff evaluate practice together effectively. They hold discussions at the end of each day to reflect on how well the planned activities engaged children. They use their findings to support their future activity plans. This helps keep children interested in their learning and supports them to make good progress.
- All staff are keen to build on their skills and knowledge. They attend regular and beneficial training. For instance, they have learned about the different ways to interest children to explore and investigate by participating in simple science experiments.
- All children have good opportunities to develop their early mathematical skills in order to support their future learning. For example, they count as they play with confidence.
- Children have good opportunities to develop their physical skills. For example, they build and negotiate obstacles and climb and balance on a variety of equipment. This includes using stepping stones and balancing beams with confidence.
- Staff do not consistently extend children's respect and understanding of other people's similarities and differences from around the world.
- Staff do not organise resources effectively to ensure that a wider range of easily accessible play opportunities are available for children to choose their own play more independently.

## 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 respect and understanding of other people's similarities and differences outside of their own communities and religious beliefs
- enable all children to make more independent choices about their play.

### 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 manager closely monitors the quality of care and teaching staff provide children. For example, she observes staff interact with children daily. She uses her findings to offer them helpful advice and feedback to support their future performance. Staff liaise with staff at settings children also attend. This helps to provide a good, consistent approach to their shared care and learning experiences. For instance, they regularly share children's achievements. Staff use additional funding effectively to meet children's individual needs. For example, they have purchased resources to support children's development in their early writing and hand-to-eye coordination skills. The manager and 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 follow up concerns. Staff teach children how to be safe. For example, they discuss how to cross the road safely.

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

The manager and staff closely monitor and track the progress of individual and specific groups of children. This enables them to promptly identify any gaps in their development. Staff provide children with good support to help close gaps, catch up in their learning and continue to make good progress. Staff help prepare children for their eventual move to school effectively. For example, children recognise simple words and symbols with confidence. Staff build on children's interests and ideas well. For example, when children have an interest in a postman story, they go on to have a visit from the postman and get to look in his van and letter sacks. They learn about the process as they go on to write and then post a letter and eagerly wait to receive it in the post. Children are confident to communicate their ideas, such as in role-play activities, where they are keen to bring their imagination alive. Staff support children to develop good communication skills. For instance, they use simple signing and ask consistently good thought-provoking questions.

### Personal development, behaviour and welfare are good

Children are polite and behave well. They know what is expected of them and follow the rules and boundaries with confidence. Children are kind and show empathy as they take part in regular fundraising and donate items to the homeless shelter. Children develop good social skills and build meaningful friendships. For example, they play happily together during group activities. Children have opportunities to gain a good understanding of the importance of healthy eating. For instance, they have an active role in helping to harvest produce, such as peas, strawberries and potatoes.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. They gain good skills to support their future learning. Children have good opportunities to explore and investigate the natural world. For example, they enjoy regular nature and bug hunts. They learn about life cycles, such as those of a frog and a caterpillar. Children enjoy simple science experiments. For instance, they explore how to make coloured liquid rainbows using warm water and coloured sweets.

## Setting details

<b>Unique reference number</b>	EY294034
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108584
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Watkins, Beverly Dawne
<b>Registered person unique reference number</b>	RP514539
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	07731 503227

Blue Bell Hill Pre School registered in 2004. It is located in a church hall in Blue Bell Hill, Chatham, Kent. The pre-school is open Monday to Friday, from 9am to midday, during term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs four members of staff, all of whom hold relevant early years qualifications at level 3 and above. This includes two members of staff who hold a qualification at level 4.

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