

# Shelly Tots Pre-School

Mountfield Community Centre, 17 Sandway Road, Orpington BR5 3TU



<b>Inspection date</b>	15 July 2019
Previous inspection date	5 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is enthusiastic and continually strives to improve the setting. She evaluates the levels of development of the children accurately. The manager listens and responds to feedback from staff and parents.
- Children make good progress from their starting points and they work at typical levels of development for their age. Those children for whom the setting receives extra funding are offered additional sessions to help bridge gaps in levels of development.
- Staff are good role models for children. They model and extend children's language. Children form good bonds with staff, who help them to settle quickly, become familiar with routines and feel secure.
- Staff communicate effectively with parents through termly meetings and the use of notice boards and electronic communication. This ensures that children's individual care needs are met.
- Partnerships with parents are good. Parents feel well informed about children's progress and activities. Parents say that the staff's caring attitudes help children to become confident learners. They feel that their children have a voice.
- On occasions, staff do not actively extend the level of challenge in children's learning during free-play sessions, missing the opportunity to build on their experiences and knowledge.

## What the setting needs to do to improve further

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

- help staff to develop their skills in aspects of teaching such as modelling, prompting and asking questions, so that they provide consistently strong support and challenge during free play to accelerate children's good progress.

### Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector sampled children's learning records and other relevant documentation, including evidence of the suitability of all persons working on the premises.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and other staff.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Vicky Fox

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a strong understanding of safeguarding and child protection to keep children safe. They know the procedures to follow if they have concerns about the welfare of children. The manager has developed a clear and rigorous training and induction process. Staff are enthusiastic and motivated. As a result, children receive a consistent level of support from all staff members, ensuring continuity of their experiences. The manager and staff have strong links with external agencies, such as the local authority, social care and speech and language professionals. Children benefit from this as the manager seeks early support to help children reach typical levels of development.

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

Staff know children's levels of development. They have a good understanding of their starting points and accurately identify next steps for learning. A broad range of experiences and interesting activities help children to make progress towards reaching the early learning goals. Staff identify that younger children need support for their early communication and literacy skills and provide this in targeted small-group sessions. They support literacy development by sending weekly book bags for parents and children to share at home. The impact of this is that children have a love of books and reading that supports their development of literacy skills.

### Personal development, behaviour and welfare are good

Staff promote children's independence. For example, during snack time, all children put their plate in the washing up bowl and any left over food into one of three recycling bins. Children are supervised appropriately both inside and outdoors. As a result, children's behaviour is good, they engage well with the resources provided and play cooperatively. Staff encourage children to think about possible hazards and help them to risk assess when tackling activities. For example, when using the wheelbarrow on the ramp, children moved the ramp to make the slope safer to walk on. Children celebrate each other's successes. The use of the 'over the rainbow' chart to recognise good work and behaviour is effective. Children are excited to explain its use to adults. These positive strategies mean that children feel recognised and valued.

### Outcomes for children are good

Children acquire skills, knowledge and attitudes that prepare them well for their next stages in learning and for starting school. This can be seen from the moment that children enter the setting. Staff greet and welcome children warmly and individually. All children develop good listening skills and are able to concentrate for extended periods of time. Staff focus their attention on children's individual needs and adapt their routines to support those with additional needs. Children count and use numbers. For example, they discussed number during their play and used numbers on the chalk board to identify and copy.

## Setting details

<b>Unique reference number</b>	EY490609
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10076514
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Keepence, Shelly Anette
<b>Registered person unique reference number</b>	RP904286
<b>Date of previous inspection</b>	5 July 2016
<b>Telephone number</b>	07789503741

Shelly Tots Pre-School registered in 2015. It operates from a community centre in Orpington, Kent. The setting opens from 9.15am to 3pm Monday to Friday, during term time only. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs eight staff. Of these, one holds an appropriate early years qualification at level 4, three hold level 3, and two hold level 2.

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