

# Pierremont Park Pre-school 2

45 Grosvenor Place, Margate, Kent CT9 1UW



<b>Inspection date</b>	20 September 2018
Previous inspection date	27 August 2015

<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

- Staff establish positive partnerships with parents and keep them fully informed. For instance, they regularly share children's achievements and activity ideas.
- All staff get to know individual children well, and build and maintain secure and trusting relationships with them. Children have a good sense of belonging.
- Children develop good early writing skills and make good progress in their learning. Older children independently write their name and younger children give meaning to the marks they make as they draw and paint.
- The manager and staff effectively evaluate their practice together. For example, they regularly observe each other's interactions with children and provide helpful advice to support their future performance. This helps them to keep children motivated to learn.
- Children have good opportunities to develop their physical skills. For instance, they climb and balance on trees with confidence.
- There are good opportunities for children to develop their creative skills. For example, they explore paint in interesting ways, such as making print with celery.

## What the setting needs to do to improve further

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

- build on children's opportunities to explore and investigate the world around them more extensively
- provide children with more time to think and respond to questions, to develop their communication and language skills further.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact 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 nursery.
- 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 consistency of care and teaching opportunities that staff provide children. She helps staff provide engaging experiences to help keep children interested to learn. For example, she holds regular one-to-one meetings with staff to discuss their performance and together they highlight any training needs. Staff attend a good range of training beneficial to their practice. Staff are keen to keep their skills and knowledge up to date and build on them further. For instance, they have learned about the different ways to help children develop their interest in mathematics. Safeguarding is effective. 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 how to follow up concerns and whom to contact to seek advice. Staff help children learn how to remain safe. For example, they regularly invite in members of the community, such as the coast guards who talk to children about how to be safe near the sea.

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

The manager and staff effectively monitor the progress of individual and different groups of children. This enables them to identify any gaps in their development promptly and provide children with good support to help them catch up in their learning. Staff effectively support children to prepare for their eventual move to school. For example, children gain good mathematical skills. Younger children confidently count as they play and older children complete simple sums with confidence. Staff build on children's interests effectively. For example, children who enjoy a story about a train, go on to paint pictures using trains. Children then enjoy experiencing a train ride to a nearby town with staff.

### Personal development, behaviour and welfare are good

Children are polite and behave well. They develop good social skills. Children play happily together, and share and take turns with resources maturely. Children develop a good understanding of healthy lifestyles. For example, they have an independent role in serving their own healthily balanced snacks. Children have good opportunities to develop their understanding of other people's similarities and differences. For instance, they learn about a wide range of events from around the world, such as National Unity Day, which is traditional to Russia.

### Outcomes for children are good

All children, including those who learn English as an additional language, make good progress in relation to their established starting points. Children learn good skills to support their future learning. For example, they enjoy a wide range of reading materials. Older children recognise simple words with confidence. All children are independent. For instance, they confidently choose their own play and find their own belongings.

## Setting details

<b>Unique reference number</b>	EY482492
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063840
<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>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Antoniou-Gkikas, Lucia Michelle
<b>Registered person unique reference number</b>	RP907983
<b>Date of previous inspection</b>	27 August 2015
<b>Telephone number</b>	07789 071320

Pierremont Park Pre-school 2 registered in 2014. It is located in Margate, Kent. The setting is open Monday to Friday from 9am to midday all year around. It receives funding to provide free early education for children aged two, three and four years old. The setting employs seven members of staff. Of these, six hold relevant early years qualifications at level 2 and above. This includes one member of staff who has a level 5 qualification and two members of staff who hold early years professional status.

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