

Inspection of Anthony Roper Pre-School CIO

The Nursery Unit., Anthony Roper Primary School, High Street, Eynsford, Dartford, Kent DA4 0AA

Inspection date: 21 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the pre-school. Staff form strong bonds with children, and help them to feel safe and secure. For instance, they give children plenty of cuddles and reassurance when needed, which positively enhances their emotional well-being. There are effective strategies in place to support children through times of change, such as starting at the setting and moving on to school. Staff are good role models for children. They have high expectations of, and a consistent approach to, children's behaviour. Children successfully develop their social skills. This can be seen when they readily share resources and take turns.

Children enjoy a wide range of exciting experiences that positively capture their interests. For example, following observations of children's play, staff have developed a superhero area, which successfully promotes children's creative skills and imaginations.

Managers are committed to supporting the continuous professional development of staff, which is precisely focused on the needs of the children attending the pre-school. This successfully assists staff to keep their knowledge and skills current, which helps to ensure children receive a consistently high standard of teaching.

What does the early years setting do well and what does it need to do better?

- Children are motivated learners and enjoy exploring the well-organised and stimulating environment. This is evident when children concentrate for long periods of time rolling balls down a drain pipe. Staff plan activities that build effectively on children's interests. However, sometimes adult-led group activities do not fully engage and challenge children to progress learning to an even higher level. Children freely access a wide range of resources and successfully lead their own play, indoors and outside. Children show high levels of independence, which is demonstrated when they put on their own coats and wellington boots to go into the garden.
- Managers have strong links with the local community, which help children develop their understanding and respect for people who are different from themselves. For instance, children visit a local cafe for older people and enjoy listening to stories from around the world.
- Staff successfully use a variety of ways to improve children's communication and language skills. For example, children listen intently as staff sing and use props when reading stories. They help children who speak English as an additional language to achieve well in their communication and literacy skills.
- Children demonstrate their understanding of early mathematical concepts. For example, they confidently count the number of children in the room and name shapes during their play.

- Staff work well as part of a team and are supportive of each other. Managers use effective strategies, such as regular meetings and supervision, to promote the positive well-being of staff. Robust recruitment procedures are in place to ensure staff and committee members are suitable to work with children. There is a good induction process in place, which helps staff to understand their roles and responsibilities. However, this is not precise enough to support new staff to extend children's learning from the outset.
- Parent partnerships are strong and parents speak highly of the pre-school. They comment on how caring and nurturing the staff team is. Staff meet with parents regularly to keep them up to date with their child's progress. They provide resources and share ideas with parents to enable them to build on their child's learning at home.
- Staff regularly observe children's play and make accurate assessments of their development. They use the information gathered to plan meaningful next steps in children's learning. Managers work closely with outside agencies to ensure children, particularly those with special educational needs, receive the help they need.
- Staff teach children about healthy lifestyles. For instance, they provide nutritious snacks and remind children to wash their hands before eating. Additionally, staff provide regular outdoor play, where children run, balance and sing action songs, which successfully enhances their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the indicators of potential abuse and neglect. They fully understand the processes to follow if they have concerns about a child's welfare. Staff complete regular risk assessments, such as daily checks of the premises, to identify and minimise hazards to children. Staff are deployed well to care for children effectively. Appropriate security systems are in place, including coded access to playrooms, which ensure the environment is safe for children.

What does the setting need to do to improve?

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

- review planning for adult-led group activities to engage and challenge all children more effectively
- strengthen the already good induction process to better support new staff to extend children's learning from the outset.

Setting details

Unique reference number	EY551223
Local authority	Kent
Inspection number	10130856
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	52
Number of children on roll	57
Name of registered person	The Anthony Roper Pre-School And Kindergarten CIO
Registered person unique reference number	RP551222
Telephone number	01322 865469
Date of previous inspection	Not applicable

Information about this early years setting

Anthony Roper Pre-School CIO registered in August 2017 and is located on the site of Anthony Roper Primary School in Eynsford, Kent. It operates between the hours of 9am and 3pm on Monday to Friday, during school term times. The pre-school employs nine members of staff who hold a relevant childcare qualification. Of these, one staff member holds a level 6, one holds a level 4, five hold a level 3 and two hold a level 2. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- The inspector observed interactions between the staff and children indoors and outside.
- The manager and the inspector carried out a joint observation to monitor the quality of teaching.
- The manager and the inspector completed a learning walk around the premises, to understand how the early years provision is arranged.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks, first-aid certificates and staff qualifications.

We carried out this inspection 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.

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