

Inspection of Sturry Pre-School

Park View, Sturry, CANTERBURY CT2 0NR

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children have extremely caring and nurturing relationships with their key person. This very strong bond gives them the confidence to ask for any assistance they may need and supports their good progress. The setting is very welcoming and children settle with ease, quickly taking part in their chosen activity. Staff have good relationships with the parents and families. They gather a huge amount of information about the children during home visits prior to the children starting. This ensures they are able to plan in advance, based on children's interests. It also enables them to quickly identify if children need any additional support at the setting. Children are free to explore the resources and equipment both inside and outside. They happily engage in different activities of their choice. Children also take part in small-group activities throughout the day. Staff have very high expectations for children's behaviour and the rules and routines of the setting are clearly understood and extremely well embedded. Children demonstrate their knowledge of these throughout the morning. They share and take turns exceptionally well and display high levels of independence. There are a wealth of opportunities throughout the day for the children to develop their skills. They confidently put their coats and shoes on, pour their drinks at snack and self-select activities that interest them.

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

- The staff recognise and value the children as individuals and get to know them and their families well. They take children's needs into account and adapt all activities and routines to ensure that all children are included.
- The setting works well with outside agencies to ensure that children with special educational needs and/or disabilities are supported and make good progress. They also have close links with the local primary school to ensure that the transition for children is smooth. They regularly visit the school and familiarise the children with their teachers prior to them starting.
- Children have very secure attachments with their key person and this helps promote their independence. They wait patiently for their turn at the computer or for there to be a space at the snack table. The staff are excellent role models and children have exceptional behaviour and manners.
- Children learn about internet safety and the staff give high priority to keeping children safe online. They also share information with parents through newsletters and emails about the importance of this.
- Children learn about different cultures and festivals. They were excited to learn about Burns Night and try haggis on the day of inspection. This ensures they build up an understanding of other families and the communities outside of their own.
- The management team is strong and has high aspirations for the provision. They

complete regular training and share this with other staff members during their team meetings. Staff also observe each other to help develop their practice. The manager, however, does not target staff coaching precisely to ensure teaching is consistently of the highest level.

- The manager has a good relationship with the staff team and they feel very supported. There are lots of opportunities for them to discuss their well-being and any concerns they have. Staff speak highly of the manager.
- Staff's interactions with children are positive and effective, overall. However, staff do not always extend learning by challenging older children's thinking and ideas.
- Children demonstrate a positive attitude to their learning and are keen to join in with new activities. Staff have introduced small-group sessions involving puppets this term, which is popular with the children.
- The setting has a good partnership with parents. They offer home learning bags for parents to borrow and engage with their children outside of the setting. This helps to embed the child's learning.
- The committee supports the management team of the setting. They take part in fundraising activities to provide further resources and experiences for the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team understand how to identify the signs and symptoms that could identify a child is at risk. The manager ensures that all staff have up-to-date knowledge through regular training. This helps them to ensure that children remain safe and secure. The manager follows rigorous recruitment procedures to ensure that all staff are suitable for their role. Staff receive regular supervision and appraisals to ensure their ongoing suitability. Continual risk assessments of the play areas, inside and outside, help ensure children's safety.

What does the setting need to do to improve?

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

- target staff coaching more precisely so that every opportunity is made to extend learning experiences and challenge older children.

Setting details

Unique reference number	EY216100
Local authority	Kent
Inspection number	10108527
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	54
Name of registered person	Sturry Playgroup
Registered person unique reference number	RP519596
Telephone number	01227 719 577
Date of previous inspection	23 April 2015

Information about this early years setting

Sturry Pre-School registered in 2002 and is situated near Canterbury, Kent. It is open each weekday during term times, Monday, Tuesday, Thursday and Friday from 9am to 3pm and Wednesday from 9am to midday. There are eight members of staff, all of whom hold appropriate early years qualifications. The pre-school receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Wendy Papagno

Inspection activities

- The inspector spoke to parents, children and staff throughout the day at appropriate times.
- A joint observation of an activity was completed by the inspector and the manager.
- The inspector discussed children's progress and the next steps in their learning with staff.
- The inspector had a tour of the premises during a learning walk and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke to parents to gain an understanding of their views.
- The inspector checked staff suitability, qualifications and other relevant documentation.

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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