

# Inspection of Beresford Pre-School

The Scout Hut, Beresford Avenue, Rochester, Kent ME1 2QX

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Inspection date: 10 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nurturing and inclusive pre-school happy and enthusiastic to start their day. They confidently say 'goodbye' to parents and/or carers and are able to immediately engage in a range of exciting activities. Children with special educational needs and/or disabilities (SEND) are supported very well. Leaders carefully consider ways they can use additional funding to meet the needs of those children who are eligible. For example, children who are learning to share and take turns are able to use large sand timers so they can visually see how long they need to wait.

Children are provided with ample opportunity to develop early literacy skills. They show delight in their attempts at mark making and writing their names. Staff support this by reading with children and helping them to create storyboard books. For example, staff use the story 'The Very Hungry Caterpillar' to support children in sequencing their own story. Children are enthusiastic to share their books with the staff, and proudly display them in the book corner for others to enjoy.

Children have the freedom to take part in activities that interest them. Children relish playing in the well-equipped digging area. They use resources such as spades, plant pots and seeds to grow their own plants. Staff are good at supporting children's mathematical development as they play alongside them. For instance, when children park their bikes, they learn how to match the number on the bike to the numbered parking space.

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

- The manager and staff understand the impact that the COVID-19 pandemic has had on children's speech development. They place a high priority on supporting children's communication and language skills. However, staff do not always make the most of all opportunities to fully enhance children's speech development. For example, during routine activities, such as snack time, staff tend to take a supervisory role rather than using this opportunity to engage children in conversation.
- Children have opportunities to use technology in the setting. For example, they have access to cameras and a laptop with pre-loaded games. However, staff do not fully consider ways that they can help children to gain a clear understanding of how to keep themselves safe.
- Staff are positive role models. They are kind, caring and form secure attachments to the children. During activities, staff get down to the children's level and actively engage and play alongside them. For example, when children play in the mud kitchen, staff play alongside them to help extend their learning and imaginative play. Staff encourage children to think about the resources they

need and the steps they need to take in order to make tea.

- Staff work effectively with other professionals involved in children's care. The manager plans a curriculum that is inclusive and supports all children and their individual learning needs. For example, she works with schools to start the transition early for those children with SEND. This ensures those children are emotionally prepared for the next stage in their learning.
- Parents report positively on the good relationships they establish with staff. They feel staff are very inclusive and family orientated in their approach. Parents feel that communication is excellent. They receive regular updates about their child's development, and ideas to support continued learning at home. Parents of children with SEND are particularly pleased with how well staff support their children to achieve.
- The newly appointed manager has high expectations for the pre-school. She provides effective coaching and mentoring for staff. For example, she allows staff opportunities to reflect as a team on what they have learned when they attend training. They consider ways they can use this learning to enhance the quality of the provision. Staff talk positively about the support they receive and are motivated to continually improve their knowledge and practice.
- Children behave well and respond positively to the rules and boundaries. Staff use sign language and pictures to help children learn how to regulate their emotions and feelings. Children are beginning to learn how to manage conflicts themselves.
- Overall, children gain a good understanding of why it is important to lead a healthy lifestyle. They benefit from plenty of fresh air and challenge themselves physically on climbing equipment and obstacle courses. Children enjoy a range of healthy snacks. They understand the importance of drinking water to stay hydrated after physical exercise.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand how to identify the signs and symptoms that could indicate a child is at risk. This includes wider issues relating to the 'Prevent' duty and radicalisation. They fully understand how to report concerns relating to children's welfare. All staff regularly update their knowledge through training and quizzes during staff meetings. The manager provides a safe and secure environment for all the children, and staff are deployed well. Staff are trained in paediatric first aid and know how to deal with accidents and injuries in the pre-school.

## What does the setting need to do to improve?

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

- support staff to make use of all opportunities to help children develop their speech and language skills
- consider ways in which children can gain higher levels of understanding about keeping themselves safe when using the internet.

## Setting details

<b>Unique reference number</b>	103784
<b>Local authority</b>	Medway
<b>Inspection number</b>	10226672
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Beresford Pre-school Committee
<b>Registered person unique reference number</b>	RP905268
<b>Telephone number</b>	07815048143
<b>Date of previous inspection</b>	3 October 2016

## Information about this early years setting

Beresford Pre-School registered in 1992 and is located in Rochester, Kent. It is open on Monday, Wednesday and Friday from 9am to midday, and on Tuesday and Thursday from 9am to 3pm, during term time only. There are seven members of staff, six of whom have relevant early years qualifications at level 2 or level 3, and an administrator. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelly Southern

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed how the curriculum and setting are organised.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of teaching.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures, and other records regarding health and safety.

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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