

2J's Pre-School

Woodside Community Centre, Chestnut Road, ROCHESTER, Kent, ME2 2LH



Inspection date	18 June 2015
Previous inspection date	16 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are knowledgeable about safeguarding policies and child protection procedures. They attend regular training to update their understanding. Therefore, staff know what action to take if they have any concerns.
- Staff effectively track children's learning. This helps identify any gaps in their learning so they can seek early help when necessary. As a result, all children make good progress in their learning and development.
- Partnerships with parents are strong and they are fully involved in their children's learning. Staff share information with parents to encourage and support children's learning at home.
- The managers have a good understanding of the strengths and weaknesses of the pre-school. They frequently seek parents' views to enable the staff team to evaluate and maintain a good quality provision.
- Children demonstrate positive behaviour and play cooperatively together. This is because staff are good role models and manage children's behaviour well.
- Children follow good hygiene practices and routines. They enjoy nutritious home-cooked food, which promotes healthy lifestyles.

It is not yet outstanding because:

- Children benefit from a broad range of resources; however, there are less opportunities for them to access and explore technology.
- Staff do not consistently promote children's developing independence.

What the setting needs to do to improve further

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

- offer more opportunities for children to experience technology
- continue to monitor staff practice to ensure they consistently promote children's independence during daily routines.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector spoke to parents and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector looked at a range of documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and qualifications for all staff working with children.

Inspector

Janine Scott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff work well with parents to gather information about what their children can and cannot do when they start. They use this detail to begin to assess children and plan suitable activities to meet their needs. Staff regularly observe and assess children and use the observations to plan stimulating and challenging learning opportunities. As a result, children make good progress in their learning and development from their starting points. Staff are very effective at supporting children who need further support. They work well with other professionals to ensure their needs are met. The resources are available for children to freely choose from, helping them to learn independently. Staff support children's mathematical development particularly well because staff skilfully introduce numbers and quantities into everyday activities. As a result, children show each other numbers, and discuss and count by themselves.

The contribution of the early years provision to the well-being of children is good

The key-person system is well established. Staff build good relationships with children and their families which help children develop secure emotional well-being. Staff support children's interactions with others by playing games, such as Snakes and Ladders. As a result, children play and interact well with each other. Children have daily access to the outside area. Staff effectively promote children's physical development with games and as they use the large-scale play equipment outside. They develop children's confidence as they praise children for their efforts.

The effectiveness of the leadership and management of the early years provision is good

The management team understands and meet the requirements of the Early Years Foundation Stage. The team regularly monitors staff practice through observations and supervision meetings. They promote staff development with access to training. As a result, a number of staff are completing further qualifications. This has a positive impact on their quality of teaching. The management tracks the progress of individual and groups of children. They use the results for making improvements, such as developing the outside environment to improve children's learning experiences. They involve parents in this process through the use of questionnaires. Safeguarding is given high priority and staff regularly attend training to update their knowledge. Staff complete regular risk assessments and therefore children play in a safe environment. A number of staff have first-aid training to support children in minor accidents or emergencies.

Setting details

Unique reference number	EY333822
Local authority	Medway Towns
Inspection number	828231
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	83
Name of provider	2J's Pre-School Partnership
Date of previous inspection	16 September 2010
Telephone number	07849 097247

2J's Pre-School was registered in 2006. It employs 17 staff, 14 of whom hold relevant early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 9am to 3pm during school term time. It provides funded education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

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