

# The Ark Pre-School, Bromley Christian Centre

2 Masons Hill, Bromley, Kent, BR2 9HA



<b>Inspection date</b>	5 May 2016
Previous inspection date	3 June 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Leaders and managers have successfully taken action to meet all requirements of the Early Years Foundation Stage since the last inspection.
- The provider has made considerable improvements to the learning environment. These changes give children good access to a wide range of resources indoors and outside.
- Teaching is good. Managers monitor teaching effectively so activities are challenging and help all children make good progress. Children are motivated and keen to learn.
- Children, including those who speak English as an additional language, become confident talkers. They hold conversations and respond with their own ideas. For example, children confidently discuss what is wrong with a car and how to mend it while they play with staff in their role play mechanics' workshop.
- Staff make sensitive observations and discuss children's progress regularly with parents. Positive relationships with parents help to secure good coordination of care and learning for children new to the setting and those with special educational needs.

### It is not yet outstanding because:

- Some large group sessions are not tailored well enough to engage all children. Staff are not always successful in making the most of learning during these sessions because they do not take account of the different ways children like to learn.

## What the setting needs to do to improve further

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

- make sure all staff plan and organise large group sessions more effectively so children are interested and actively engage in these learning opportunities.

### Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held discussions with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took into account parents' written feedback to the nursery.

### Inspector

Christine Davies HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The manager drives improvements well with her good knowledge of the Early Years Foundation Stage. She focusses successfully on improving teaching and learning in regular supervision and team meetings. The staff team track children's progress effectively. They use this information to identify gaps in learning for groups of children, including those with special educational needs, and help them to catch up. Safeguarding is effective. Procedures for staff recruitment, induction and supervision meet safeguarding requirements. Staff complete up-to-date safeguarding training. They act promptly to secure early help if they have concerns about a child's welfare or development.

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

Children are keen to try the stimulating activities staff plan from their suggestions and interests. This includes, planting seeds, playing in the car wash area and using their imaginations as they explore the small world dinosaur-swamp. Children become skilled story tellers from a young age. They learn from sharing their favourite stories, songs and books. Staff make the most of learning during routine times and during small groups. They show and demonstrate basic tasks well, for example, how to sort and group resources. Staff are aware of a difference in the skills of boys and girls and adjust the provision accordingly. They provide sand trays to stimulate more interest in mark making, among boys. They take opportunities to extend children's mathematical thinking, creativity and understanding the world. In the role play bakery shop, children recognise numbers on cake boxes and become absorbed in drawing their own ideas. On occasion, staff do not plan and organise larger group activities well to make the most of learning opportunities. As a result, some children do not engage fully or show an interest in the activity.

### Personal development, behaviour and welfare are good

Staff nurture positive relationships with parents to support their child's learning and development well. Children respond positively to staff's guidance. Their behaviour is good. Following the caring example set by staff, children learn to treat each other with respect. Children learn about differences in culture and language during sociable snack and lunch times. They learn to move around and use tools such as scissors safely. Older children gain confidence in managing their personal hygiene. They follow good routines, as they wash their hands after they play with sand or plant seeds. Children register themselves 'present' and find their own bags and coats with little help from adults. Staff promote children's health effectively with regular healthy activity and snacks.

### Outcomes for children are good

Children with starting points below others of their age and those at an early stage of speaking English have individual plans which support them to catch up and keep up. Younger children and those new to the setting progress well. They play and explore freely, following their own ideas. Older children are working comfortably within the range of development for their age. Most confidently identify letter names and sounds. They count to 20 and beyond and use numbers, patterns and stories in their play. Children form positive relationships and the skills they need to be ready for the move to school.

## Setting details

<b>Unique reference number</b>	137365
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1044981
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Bromley Christian Centre
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	020 8460 1660

The Ark Pre-School is provided by the Bromley Christian Centre. It has been open since 1981. It is open Monday to Friday during school term time from 9.15am to 4pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It provides for children who have special educational needs or disability, as well as for children who speak English as an additional language. The pre-school employs 12 members of staff including the manager, of whom all have an appropriate early years qualification. An unqualified volunteer also works with the children.

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