

2J's Pre-School

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



Inspection date	4 May 2018
Previous inspection date	18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The three ambitious managers lead by example and manage a strong and dedicated staff team. They have clear expectations, which they share effectively with staff. They work well as a team to maintain the good quality of care.
- Children progress well during their time at the pre-school. Staff provide a stimulating and well-resourced environment. They work well together to provide creative and interesting spaces that effectively enable children to explore and become enthusiastic and curious learners.
- Staff are kind and caring. They develop secure attachments with the children from the start. Children are happy and settled and they actively seek staff's interactions throughout the day. Parents talk about the 'very supportive' staff team.

It is not yet outstanding because:

- Staff have not fully established highly successful systems to engage all parents in planning targets and working together to further support children's learning and development.
- At times, some staff miss opportunities to support children to benefit and learn further from their already good play experiences.
- At times, staff do not organise some activities, such as outdoor play, effectively to consistently support children to cooperate and play exceptionally well with others.

What the setting needs to do to improve further

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

- explore more ways to encourage all parents to contribute and work together with staff to precisely support the next steps in children's learning
- build on staff's interactions with children and consistently extend children's learning as they play
- review the organisation of routine activities to ensure children are consistently supported to further enhance their cooperative play.

Inspection activities

- The inspector observed interactions between the staff and children indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector gained feedback from parents and children and considered their views.
- The inspector spoke with the managers and the special educational needs coordinator at relevant times throughout the session.
- The inspector viewed a range of documentation, including children's development records and staff information.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers are committed to providing a safe environment for children. They ensure all staff are knowledgeable about current safeguarding issues and requirements, and the relevant policies and procedures to follow if they had any concerns. The managers effectively monitor staff's practice. Staff are supported to reflect on their skills and consider how these could be further developed. Regular meetings and training opportunities help staff to implement positive changes to their practice. For example, using knowledge gained from training, staff provided more age- and ability-appropriate resources and spaces for children. This has enabled the youngest children to have a calmer space to practise and enhance their emerging skills. The managers oversee the monitoring of children's development well. Any gaps in their learning are targeted and staff work well with other professionals to offer focused support. The managers consider the views of others to help them further develop the provision.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn. They regularly observe children in their play. Staff successfully use these observations to plan exciting and challenging experiences. They support children's development well and children use their emerging skills to enhance their play. For example, children use their developing mathematical skills to recognise the difference between two brick towers they have built. Using well-considered questions staff encourage them to consider how many bricks need to be added to make them the same height. Children use their good counting skills and work together to add bricks and measure the towers until they are the same.

Personal development, behaviour and welfare are good

Staff maintain a welcoming environment. Children are happy and display a sense of belonging. Overall, children behave well and enjoy helping their friends. For example, children are keen to take less confident children by the hand and show them where to put their completed pictures. Staff are good role models and consistently follow good hygiene routines. Children learn to become independent and manage their own health and hygiene needs. For example, without being reminded, they wash their hands at snack time. They show developing skills, such as pouring their own drinks and using knives to spread cheese. Staff work with families to promote healthy eating and children enjoy a range of healthy and nutritious snacks.

Outcomes for children are good

Children are keen learners who progress well from their starting points. They develop and practise skills in readiness for the next stage in their learning. For example, young children use their emerging language to name animals they can see in a magazine. Older children confidently use well-developed language skills to describe the location of their homes to their friends. They talk about going 'down the hill' and 'round the shop'.

Setting details

Unique reference number	EY333822
Local authority	Medway Towns
Inspection number	1092716
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	107
Name of registered person	2 J's Pre-School Limited
Registered person unique reference number	RP905583
Date of previous inspection	18 June 2015
Telephone number	07849 097247

2J's Pre-School registered in 2006. It is situated in Rochester, Kent. The pre-school operates Monday to Friday, term time only, between 9am and 3pm. The pre-school employs 19 members of staff, 17 of whom hold appropriate early years qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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