

Teston & Wateringbury Preschool



Teston Village Hall, Church Street, Maidstone ME18 5AH

Inspection date	27 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff are kind and caring. They get to know children well and are sensitive to their needs. Children show that they feel happy and secure at the pre-school. They are eager to arrive, settle quickly and thoroughly enjoy their play and learning.
- There are strong partnerships between parents and staff, which support continuity in children's care and learning. For example, staff seek information about what children enjoy and what they can do. This helps them to identify their starting points and helps them to prepare children well for their future learning. Children make good progress in their development.
- Staff show a genuine interest in what children have to say and further motivate children's thinking by asking thought-provoking questions. They respect and respond to children's ideas. This helps children to share their thoughts and chat confidently.
- Children learn how to use the environment safely by taking safe risks with toys and equipment. For instance, they cut up fruit at snack time and help to pick up toys to avoid tripping. However, on very rare occasions, some staff do not make the most of conversations to reinforce children's growing understanding of how to keep themselves safe and healthy.
- Managers conduct supervisions and provide training to support staff development. However, there is scope to review staff practice even further to build on and enhance the quality of teaching.

What the setting needs to do to improve further

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

- make the most of opportunities during the daily routine to consistently teach children about their own health and safety
- consider how to develop a wider approach to reviewing staff practice to help enhance their good-quality teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held a management meeting with the manager and deputy.
- The inspector spoke to children, parents and staff to consider their experience of the pre-school.

Inspector

Linda du Preez

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a robust understanding of their responsibilities to keep children safe. Managers use effective recruitment and induction procedures to ensure that staff are suitable for their roles. The manager and staff team evaluate the setting, including parents' and children's views. Managers oversee the monitoring of children's progress, to check that observations, assessments and planning are accurate and effective. They also track groups of children to identify when they need to make changes to support their learning. These approaches help to target training and resources effectively and improve outcomes for children. For instance, staff take action to provide a wider range of opportunities for children to practise their early writing skills outside. There are strong links with local schools, which support children's transitions well.

Quality of teaching, learning and assessment is good

Staff monitor children's development well and take into account their interests and needs when planning for their learning. Children, including those who speak English as an additional language, make good progress in their communication and language skills. Children show a keen interest in stories and reading. Younger children delight in exploring textures and malleable materials, pretending to cook and make food. Staff encourage children to use mathematical thinking as they play, for example, encouraging them to count and compare the sizes and shapes of what they have created. Parents comment on the good progress their children make and how they value the communication from staff about their children's learning.

Personal development, behaviour and welfare are good

Staff are very positive role models who demonstrate how to be caring and kind to others. They manage children's behaviour calmly and encourage them to share and take turns. Children learn to be independent and manage their personal care. For instance, they wash their hands before eating and pour their own drinks at snack time. Staff promote children's physical development well. For example, they ensure that children have fresh air and exercise throughout the session. The positive interactions at the pre-school enable children to develop valuable social skills for their future lives.

Outcomes for children are good

Children show a keen interest in the natural world. For instance, they learn about life cycles and how to care for creatures. Older children learn to write their names and begin to recognise letters of the alphabet, linking these to the sounds that they represent. Younger children listen to familiar stories as they snuggle into caring adults. Older children enjoy listening to stories and retell events from familiar tales. Children are very confident and friendly. They chat to visitors about what they enjoy doing at the pre-school and who their friends are. The rich variety of activities on offer at this pre-school provide children with a firm foundation for their early education.

Setting details

Unique reference number	EY541518
Local authority	Kent
Inspection number	10090204
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	0 - 4
Total number of places	24
Number of children on roll	44
Name of registered person	Teston And Wateringbury Preschool CIO
Registered person unique reference number	RP541517
Date of previous inspection	Not applicable
Telephone number	07805 796353

Teston & Wateringbury Preschool registered in 2017. It was previously registered as Teston & Wateringbury Nursery Group. It is situated in the village of Teston, near Maidstone in Kent. It is open five days a week from 9am to 2.30pm during school term times only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs nine members of staff. All staff hold appropriate early years qualifications. One member of staff holds qualified teacher status.

This inspection was carried out by Ofsted 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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