

# St Mary's Pre-school Playgroup

Old Church Schools, 86 Hayes Street, Hayes, Kent, BR2 7BA



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| <b>Inspection date</b>   | 26 March 2018     |
| Previous inspection date | 25 September 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The leadership team and staff have continued over many years to strive for excellence. They are ambitious and constantly evaluate and reflect on the feedback from parents to raise outcomes continually for children.
- Staff are qualified and extremely experienced. They have an exceptionally strong commitment to professional development and to supporting children's continuity of learning. Staff use the same teaching strategies as teachers to enhance children's early literacy skills. Children are highly prepared for their move on to school.
- Partnerships with parents are excellent. The ongoing sharing of highly relevant information contributes greatly to children's rapid progress.
- Staff provide exceptional support for children who have special educational needs (SEN) and/or disabilities. They follow advice and strategies from other professionals to implement individual education plans that enrich children's learning extremely well.
- Children demonstrate exceptionally positive behaviour and high levels of emotional control, self-awareness, cooperation and respect for others. They convey themselves in a way that shows that they have no doubt of their own capabilities.
- Staff invite parents to attend the pre-school in their native dress and talk to children about their own culture and celebrations. Children develop an excellent understanding of diversity as they learn about the lives of people who are familiar to them.

## What the setting needs to do to improve further

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

- continue to refine the excellent monitoring of staff's high-quality teaching practice and evaluate the impact on children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team and staff promote a culture of vigilance and know how to identify and support children who may be at risk from abuse or neglect. They have an excellent understanding of the procedures to follow to keep children safe. Comprehensive recruitment systems are in place that help to ensure staff are suitable to work with children. The leadership team monitor staff's performance with high-quality supervisions and appraisals. They produce excellent evaluations of staff's practice, which helps them to maintain their already superb quality of teaching. The management team has ambitious plans to monitor and evaluate the impact of staff's practice even further. The systems used to track children's progress are highly effective. This means that staff swiftly identify any gaps in learning and provide highly effective support where necessary.

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

Staff use their high-quality observations of children to plan sharply focused activities, which build on each child's next steps in learning extremely well. They provide an exceptional range of learning experiences for children, indoors and outdoors. Staff are highly skilled in taking into consideration children's individual needs and they adapt play to help ensure all children are included. Teaching is consistently of a very high quality. Older children develop an excellent awareness of the sounds that letters represent. Parents report their amazement at how their children are using this knowledge to read simple sentences at home and make words in everyday contexts. Staff's skilful questioning encourages children to talk about their order of events when pretending to bake. They use highly effective strategies to support children's communication and language development continually.

### Personal development, behaviour and welfare are outstanding

The environment is highly stimulating with exciting resources that encourage children to think and explore. Children thoroughly enjoy their day at pre-school and consistently show the characteristics of effective learning, such as their high levels of engagement and concentration. Staff provide excellent opportunities for children to learn about people who make up their community. For example, children go to the local church for a range of special events, such as Easter. They enjoy visits from the fire brigade, police officers and the road crossing patrol. Children benefit greatly from physical activity where they have opportunities to identify risks, explore their surroundings and use their imagination.

### Outcomes for children are outstanding

Children investigate, think critically and solve problems. They are acquiring great skills in readiness for their future education. Children benefit greatly from the opportunity to spend time in small groups, where they build up their confidence and self-assurance. All children are motivated learners who show a can-do attitude during activities. They show exceptional independence in selecting play activities. Children demonstrate excellent literacy and mathematical skills for their age.

## Setting details

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| <b>Unique reference number</b>                   | 509799                                   |
| <b>Local authority</b>                           | Bromley                                  |
| <b>Inspection number</b>                         | 1128344                                  |
| <b>Type of provision</b>                         | Sessional provision                      |
| <b>Day care type</b>                             | Childcare - Non-Domestic                 |
| <b>Registers</b>                                 | Early Years Register                     |
| <b>Age range of children</b>                     | 2 - 4                                    |
| <b>Total number of places</b>                    | 48                                       |
| <b>Number of children on roll</b>                | 84                                       |
| <b>Name of registered person</b>                 | St Mary's Pre-school Playgroup Committee |
| <b>Registered person unique reference number</b> | RP518893                                 |
| <b>Date of previous inspection</b>               | 25 September 2015                        |
| <b>Telephone number</b>                          | 020 8462 7663                            |

St Mary's Pre-school Playgroup registered in 1993. The pre-school employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from 9am to 3.35pm on Monday, Wednesday and Thursday and from 9am to midday on Tuesday and Friday, during term time only. The pre-school provides funded early education for three- and four-year-old children.

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