

Our Lady's Pre-School Ltd

314 High Street, St. Mary Cray, Orpington, Kent, BR5 4AR



Inspection date

Previous inspection date

12 November 2015

6 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
Effectiveness of the leadership and management	Good	Good	2
Quality of teaching, learning and assessment	Good	Good	2
Personal development, behaviour and welfare	Good	Good	2
Outcomes for children	Good	Good	2

Summary of key findings for parents

This provision is good

- Staff use effective teaching methods to suit every child's needs. This helps all children, including those who speak English as a second language, make good progress in their learning and development.
- The manager is proactive and passionate about her role. She constantly seeks ways to support staff development to continually improve outcomes for children.
- Staff actively promote diversity. For example, children explore a wide range of toys and activities to support their understanding of the wider community.
- Partnerships with parents and other early years settings that children attend are strong. Staff share information to help to provide continuity in care and learning.
- The key-person system is effective and children develop secure bonds with staff and feel happy to play and learn in the pre-school.
- The manager and staff continuously evaluate the quality of the pre-school. This helps them to always provide children with challenging and stimulating activities that support their learning.

It is not yet outstanding because:

- Staff do not always provide opportunities for children to fully engage in activities that promote their early literacy development, such as reading books.
- Staff do not fully encourage children to represent their own ideas in their play to further strengthen their creative skills.

What the setting needs to do to improve further

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

- strengthen opportunities to fully engage children in activities that further promote their early reading skills
- develop further opportunities for children to explore a variety of materials to represent their own ideas to fully promote their creative ideas.

Inspection activities

- The inspector observed children at play and staff interactions throughout the inspection.
- The inspector spoke with parents, staff and children at appropriate times.
- The inspector sampled documentations including policies, monitoring notes, staff qualifications, suitability records and children's development information.
- The inspector had a meeting with the manager at the beginning and at the end of the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff members have a robust understanding of safeguarding policies and procedures through regular training and concise documentation of events. Staff follow rigorous risk assessment to help to promote children's safety. The manager monitors the quality of teaching and promotes staff's professional development. For example, she carries out regular meetings to identify weaknesses in practice and then seeks relevant training. For instance, recent training now enables staff to effectively support children's communication and language development. Systems for evaluation are effective. Parents, staff and the children are all involved in this to maintain a high level of care and learning.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how to support children's learning. For example, they provide an exciting and stimulating range of activities. Staff use effective assessment systems to identify each child's current stage of development and plan activities to further move them onto their next stage of learning. For example, staff have key person group workshops to discuss children's next steps to inform the planning. Staff work closely with parents, encouraging them to share what they have seen at home and devise strategies to move the children forward in their learning. For example, staff set up homework with the consent of parents to prepare children who are moving on to school to enhance their literacy and communication and language development. Staff seek ways to sustain children's thinking. For example, during a poppy making activity, staff asked appropriate questions, gauged children's thinking and extended their learning.

Personal development, behaviour and welfare are good

Staff ensure that children thrive in the pre-school. The setting is welcoming and staff provide appropriate resources to support children's learning. Staff help children to develop their understanding of how to look after themselves. For example, children learn to manage their own clothing, such as putting on and taking off their coats. Children develop good social skills and learn to respect each other. Staff model good behaviours and provide many opportunities to develop children's physical skills and healthy lifestyles. Staff promote positive behaviour. For example, they allow children to resolve their own conflict if is safe to do so, which helps to promote their awareness of managing their own behaviour.

Outcomes for children are good

All children make good progress from their starting points. Staff enable children to make choices in their play, they gauge children's interests and follow their lead where appropriate. This helps all children to be confident learners.

Setting details

Unique reference number	EY431739
Local authority	Bromley
Inspection number	823719
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	68
Name of provider	Our Lady's Pre-School Ltd
Date of previous inspection	6 February 2012
Telephone number	01689872495

Our Lady's Pre-School registered in 2011 and operates from a church hall attached to Our Lady's church in St Mary Cray, Orpington, Kent. The pre-school is open term time only, Monday to Friday from 8.30am to 4.30pm, although the core hours for pre-school sessions are 9am until 12pm and 1pm until 4pm. There is an optional lunch club between 12pm and 1pm. The pre-school provides support for children with special educational needs, funded children and those with English as an additional language. There are 11 staff, nine of whom hold an appropriate early years qualification.

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