

# Belmont Pre-School

Scout Hut, Belmont Close, Maidstone, Kent, ME16 9DY



<b>Inspection date</b>	30 November 2016
Previous inspection date	19 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and staff communicate well with other early years professionals. For example, they share children's achievements and activity ideas on a regular basis.
- Children make good progress. They develop skills in readiness for their future learning. For example, they learn to recognise letters and write their own names.
- Children are happy, confident and form good relationships with staff. This helps children to settle quickly into play and supports their emotional well-being.
- There are good partnerships with parents, which helps to provide consistency in children's care and learning. For instance, parents add their comments and observations to children's development records.
- Children who speak English as an additional language make good progress. For example, staff use individual play plans to help meet their needs well.
- Staff prepare children well for the move to school. For example, they visit and use the school facilities, such as the playing fields, which enables children to familiarise themselves with the new environment.

### It is not yet outstanding because:

- Children are not consistently able to explore and develop their understanding of technology and its uses.
- Staff do not make the most of opportunities to consistently reinforce children's understanding of the importance of being polite.

## What the setting needs to do to improve further

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

- extend the range of opportunities to help children develop their understanding of technology and its uses
- build on opportunities to increase children's awareness of the importance of being polite.

### Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at relevant written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager accurately evaluates and reviews practice. For example, she observes staff and provides them with constructive feedback to help extend their teaching skills. The manager monitors the consistency of teaching well. For example, she holds daily meetings with staff to discuss the day's activities. The manager motivates and encourages staff to extend their knowledge and skills and attend a range of training opportunities, such as courses to develop their understanding of how to help children explore using their senses. This helps staff to provide experiences and activities which support children's ongoing learning effectively. Children's progress is tracked and monitored, which helps to highlight any gaps in development quickly and provide support to allow children to catch up. Staff have a good knowledge of child protection and know the procedures to follow to keep children safe. Safeguarding is effective.

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

Children develop good communication and language skills. Staff support this area well. For example, they use visual aids such as picture signs to give meaning to words. Staff skilfully build on children's interests. For instance, when children showed a keen interest in writing letters, staff took them on a walk to the post office to post their letters. Children have good opportunities to learn about the world around them. For example, they explore their weather stations and investigate the amount of rain that has fallen.

### Personal development, behaviour and welfare are good

Staff are positive role models for children. For example, children follow rules and know what is expected of them. Children behave well, learn to be kind and respect other people's similarities and differences. For example, they celebrate a range of festivals from around the world. Children understand the importance of healthy lifestyles. For example, they rest and participate in quiet activities when they want to relax. Children develop good physical skills. For example, they participate in challenging activities such as obstacle courses. Staff use the local environment to extend children's learning well. For example, they visit places of interest, such as carrying out nature walks in the woodland.

### Outcomes for children are good

All children make good progress in their development, including those who have additional needs. They gain good skills that support their future learning well. For example, children learn about and freely use mathematics in their play, such as counting and discussing shapes. Children develop a good sense of responsibility. For instance, they take turns to take 'Izzy' bear home and record their time together. Children are keen to share their news with their friends when they return to the pre-school.

## Setting details

<b>Unique reference number</b>	127012
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061315
<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>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Patricia Ann Burrill
<b>Registered person unique reference number</b>	RP512441
<b>Date of previous inspection</b>	19 June 2013
<b>Telephone number</b>	01622 720832

Belmont Pre-School registered in 1977. It operates from two rooms in a Scout hut in Barming, near Maidstone, Kent. The pre-school is open on Monday and Friday from 9.10am to 12.10pm and on Tuesday, Wednesday and Thursday from 9.10am to 3.30pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, five of whom hold a recognised level 3 early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

