

# High Halstow Pre-School Ltd



Modular Building, Harrison Drive, High Halstow, Rochester, Kent, ME3 8TF

<b>Inspection date</b>	28 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 manager and staff have very high expectations for children. The learning assessment process is excellent, and staff provide extensive support to each child.
- The manager and staff have an excellent understanding of how to safeguard and protect children. They ensure children's safety at all times, and effectively teach children how to identify and manage hazards for themselves.
- Staff and children engage in complex discussions and conversations. Children are motivated to tackle new challenges and develop their problem-solving skills. For instance, they work out how to manoeuvre blocks and sticks using the toy crane to make a structure.
- Children make outstanding progress in their communication and language development. They have an array of opportunities to hear new words and extend their vocabulary. For example, staff skilfully support children to hear and say the initial sound in words.
- The manager is incredibly passionate and dedicated and displays an exemplary commitment to continually reflect on the service provided. The manager values the views of everyone connected to the pre-school to continuously support children.
- Staff are very positive role models for children. They reinforce excellent behaviour through lots of praise and encouragement. Children gain an exceptional understanding of managing their own behaviour.

## What the setting needs to do to improve further

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

- strengthen the already excellent opportunities children have to investigate and explore in the outdoor environment.

### Inspection activities

- The inspector observed the staff interactions with children and spoke to staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and children's records.
- The inspector spoke to parents and read letters of reference to gain their views on the service they receive.
- The inspector carried out a joint observation with the manager.
- The manager explained the monitoring system she has in place to track individual and groups of children.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. All staff are very confident about their responsibility to safeguard and protect children. They have an outstanding awareness of the procedures to follow should they have any concerns about children in their care. The manager monitors staff assessments of children's development precisely and ensures that any gaps in children's learning are quickly highlighted and addressed. For example, targeted group sessions are highly effective in supporting children's speech and developing their listening and attention skills. The manager provides extensive training opportunities for the staff team and values the highly qualified staff. For instance, staff update qualifications and complete regular training to improve their already outstanding teaching. The manager has very close links with schools, which help to provide children with an excellent continuity of care and learning.

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

Staff provide children with abundant opportunities to develop a keen interest in mathematics. They engage them in exploratory play and make excellent use of skilful questions. For example, staff support children to compare size and shape, as they investigate which vegetable is the longest. Staff make excellent use of children's interest to extend learning. For instance, when a fire drill prompts children to want to learn more about fire safety, staff adapt their planning and introduce fire extinguishers, fire engines and dressing-up clothes to enhance children's interest and curiosity.

### Personal development, behaviour and welfare are outstanding

The very well-established and enthusiastic staff team provides children with a highly impressive learning environment. Staff have very effective and secure settling-in procedures, which help children build very close attachments to staff. For example, they offer home visits to enable staff to meet children in familiar surroundings, which helps to support children's emotional well-being extensively. Children eagerly go to the 'waving window' as they confidently separate from their parents. Staff teach children how to have a healthy diet incredibly well. They are highly effective in supporting children to practise physical skills. However, some areas of the outside are still to be developed.

### Outcomes for children are outstanding

All children, including those who have special educational needs (SEN) and/or disabilities, make rapid rates of progress from their starting points. Older children develop exceptional literacy skills as they learn to recognise and write their name in readiness for school. Children learn to cooperate and share resources. For example, they take turns being responsible for the timer, informing their friends when their turn is over on the computer. Children learn to respect and value the differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY496230
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1033249
<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>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	High Halstow Pre-School Limited
<b>Registered person unique reference number</b>	RP906692
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01634 255088 / 0773 497 0516

High Halstow Pre-School Limited re-registered in 2015 with a changed legal status. It is situated in the grounds of High Halstow Primary School in High Halstow, near Rochester, Kent. The pre-school is open Monday to Friday from 08.45am to 3.30pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are nine staff working at the pre-school including the provider, who is the manager. Two staff have achieved early years professional status. One member of staff has a relevant early years qualification at level 6, and three staff have qualifications at level 3.

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