

# Briary Pre-School

Greenhill Road, Herne Bay, Kent, CT6 7RS



<b>Inspection date</b>	13 July 2017
Previous inspection date	23 September 2014

<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 effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development. For example, strategies to help children's communication and language development have been enhanced and are very effectively tailored to meet the individual needs of the children.
- Additional funding is used well to meet specific individual needs of children.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and dual-language text, including books and role-play resources.
- A welcoming and stimulating environment, both inside and outside, keeps children interested and motivated in a wide range of activities and experiences.
- Children are very well prepared for their next stages of learning and move on to school. For example, the children enjoy dressing themselves independently for physical education sessions as well practising their early handwriting skills within their play experiences.
- All children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Staff do not always effectively organise small group activities to encourage younger children to remain more engaged and to maximise their learning opportunities.
- At times, staff do not make the most of all activities on offer to consistently challenge and enhance children's learning.

## What the setting needs to do to improve further

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

- review and improve the arrangements for focused group activities so that all children can consistently enjoy and benefit fully from the overall learning opportunities
- make the most of all activities on offer to consistently challenge and enhance children's learning.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff's suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning and children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff work together and accurately self-evaluate the provision. They actively include the views of parents and children to help identify areas for further improvement. For example, staff effectively implemented an active fun program to help enhance the children's early writing skills. The manager continually improves the quality of staff practice, for example, by organising relevant training and individual support. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of current legislation. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare.

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

Partnerships with parents and carers are effective. For instance, staff gather detailed information from parents about children's interests and development at home to help them build on children's learning experiences when in the pre-school. Staff accurately assess children's development and effectively plan for their next steps in learning. They skilfully use a wide range of resources to engage children during the day. For instance, children enjoy tasting some of the vegetables that they planted, nurtured and grew themselves within the setting. Children gain a good understanding of mathematics, in particular, their understanding of written numerals. For example, the environment, inside and outside, has many numbers displayed and children enjoy exploring counting, volume and size within their play experiences.

### Personal development, behaviour and welfare are good

Staff build on children's confidence and sense of belonging well. For example, they praise children for their achievements. Relationships between children and their key person are strong. Staff are sensitive, stimulating and responsive to children's individual needs. They help children develop their growing independence skills. For instance, they are actively involved in the preparation and cleaning away of their snacks. Children have a good understanding and awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and use lunchtimes well as a positive learning experience to engage children in conversations about healthy food choices.

### Outcomes for children are good

Older children enjoy leading their own play experiences. They play cooperatively together and confidently communicate their needs, ideas and views. For example, they use their imagination well and negotiate roles and characters within their play. Children effectively adapt their voices to create the characters, and act out and reflect well on their real-life experiences. Children have a good understanding of the world around them.

## Setting details

<b>Unique reference number</b>	154404
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070382
<b>Type of provision</b>	Full-time 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>	62
<b>Name of registered person</b>	Briary Pre-School Committee
<b>Registered person unique reference number</b>	RP522592
<b>Date of previous inspection</b>	23 September 2014
<b>Telephone number</b>	01227 742050

Briary Pre-School registered in 2001. It is situated in a purpose-built log cabin in the grounds of Briary Primary School in Herne Bay, Kent. The provider is in receipt of funding for the provision of free early education for two-, three-, and four-year-olds. The pre-school opens each weekday during term time only, from 8.30am to 3.15pm. The pre-school employs 12 members of staff who all hold appropriate early years qualifications from level 3 to level 6.

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