

# The Owl & Pussycat Pre-School



The Mobile Building, Bapchild & Tonge C of E Primary School, School Lane, Sittingbourne, Kent, ME9 9NL

<b>Inspection date</b>	14 March 2018
Previous inspection date	30 January 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

- All staff establish positive partnerships with parents and help keep them fully involved in their children's learning. For instance, they regularly share activity ideas with them.
- The manager and staff effectively review their current practice together. For example, they have daily discussions to reflect on how well the day's events engaged children in their learning. Staff use the feedback to support their future activity plans.
- Staff are positive role models. All children are polite and behave well. For instance, they maturely follow rules and boundaries and learn the difference between wrong and right.
- All children have good opportunities to challenge their physical skills. For example, they confidently negotiate different ways to move, such as balancing and walking on stilts. Children balance and climb on larger equipment, such as wooden step ladders.
- Children develop good independence to support their future learning. For example, they confidently choose their own play and meet their own self-care needs.
- Staff skilfully help prepare children to manage their eventual move to school. For instance, children understand what to expect as they regularly use the school facilities.

### It is not yet outstanding because:

- Staff do not always give children enough time to think and respond to thought-provoking questions to support their communication and language skills even further.
- Staff miss some opportunities to help children gain further respect and understanding of other people's similarities and differences in the wider world.

## What the setting needs to do to improve further

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

- extend the time given to children to think and respond to challenging questions more consistently to help develop their speaking and listening skills further
- build on children's opportunities to develop their respect and understanding of other people's similarities and differences outside of their own communities even further.

### Inspection activities

- The inspector observed staff interacting with the children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at 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.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide children. For example, she regularly observes staff interact with children and provides them with helpful advice to support their future performance. The manager holds individual meetings with staff to highlight any training needs. All staff are keen to extend their knowledge and skills further. They attend a good range of training that they find beneficial to practice. For instance, they learned about different ways to interest children in investigation using simple science experiments. Staff establish positive relationships with other early years professionals. For example, they regularly share children's achievements with other settings that children also attend. This helps provide children with a good consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They know whom to contact to seek advice and follow up any concerns.

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

The manager and staff closely monitor the progress of individual children and specific groups of children, including those who have special educational needs (SEN) and/or disabilities. This enables staff to quickly highlight any gaps in their development. Staff provide children with good support to close them quickly and move on to the next stages of their learning promptly. Staff extend children's interests well. For instance, children who are excited by an upcoming holiday enjoy a book about aeroplanes. Staff encourage them to help create a travel agent role play to help bring their ideas alive.

### Personal development, behaviour and welfare are good

Staff establish positive relationships with children. They get to know their individual personalities well. This helps children settle quickly and confidently into their play. Children are happy. They have a good sense of belonging and positive levels of well-being and self-worth. Children develop a good understanding of the importance of healthy lifestyles. For example, they confidently meet their own needs as they choose to exercise in active play or engage in quieter and calmer activities.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress in relation to their individual starting points. Children develop good mathematical skills to support their future learning. For example, they confidently count as they play. Older children confidently write letters and simple words. Younger children give meaning to the marks they make as they draw. Children enjoy learning about the natural world. For example, they enjoy making bird feeders and watching the birds visit them.

## Setting details

<b>Unique reference number</b>	EY374766
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068881
<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>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	The Owl & Pussycat Pre-School Committee
<b>Registered person unique reference number</b>	RP528086
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	07981 576143

The Owl & Pussycat Pre-School registered in 2008. It operates from a mobile building on the site of Bapchild and Tonge C of E Primary School in Sittingbourne, Kent. The pre-school is open on Monday, Tuesday and Thursday from 9am until 3pm and on Wednesday and Friday from 9am until 12 pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff, eight of whom hold a relevant early years qualification at level 2 and above.

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