

# Headcorn Pre-School

Inspection report for early years provision

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**Unique reference number** EY340577  
**Inspection date** 25/03/2010  
**Inspector** Clare Stone

**Setting address** Headcorn Village Hall, Church Walk, Headcorn, TN27 9HR

**Telephone number** 07801 012 038

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Headcorn Pre-School has been registered since October 2006. The group has been in operation for over 10 years at another site. It is privately owned and managed. The pre-school operates from the Longmeadow Hall in the village hall complex in Headcorn. There is access to a fully enclosed garden for daily use. The children go for walks and visits in the local community.

A maximum of 26 children may attend the pre-school at any one time. It is open Monday to Friday during term time from 09:00am to 12:00 noon with an additional session on Mondays and Thursday from 01:00pm to 03:30pm for the older children. Children attend for a variety of sessions. The group serves the local and surrounding area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 45 children on roll aged from two to five years, who attend on a part-time basis. Of these, 38 children receive funding for early education. The group supports children with additional needs and those who speak English as an additional language.

Including the manger, there are seven staff who work with the children. Of these, five hold appropriate early years childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The needs and interests of the children are not met. Staff do not provide children with the six areas of learning on a daily basis, which prevents children from making suitable progress. Resources that are available are poorly presented and not inviting for children to want to stay and play. The owner is working on self-evaluation form and understands it is a working document. They are slowly starting to identify strengths and weaknesses within the pre-school, but currently systems are not developed sufficiently to sustain continuous improvement effectively.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the practitioner designated to take lead responsibility for safeguarding children within the setting attends a relevant child protection course 30/06/2010

- (Safeguarding and promoting children's welfare)  
ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 30/06/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 30/05/2010
- maintain a record of risk assessment that identifies aspects of the environment that need to be checked on a regular basis, stating when they were carried out, the dates of reviews and any action taken following a review or incident (Organisation) 30/05/2010
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 30/05/2010

To improve the early years provision the registered person should:

- ensure children's starting points and next steps are being clearly identified and used in future planning
- develop further the evaluation system to identify the setting strengths and areas for development in order to improve outcomes for children

## **The effectiveness of leadership and management of the early years provision**

Most of the required documentation for the safe management of the pre-school is in place. The manager does not have a secure understanding of child protection issues and staff are unclear on how to implement the pre-school's safeguarding children policy. This places children at risk. On arrival at the pre-school the doors are locked and staff have register time to ensure children are present before starting the day. The management take reasonable steps to promote children's welfare by vetting all staff who come into contact with the children. Staff practise fire drills regularly to help keep children safe and record their findings. However, risk assessments for the building and outside are not completed daily. This puts children at risk from becoming injured. Additionally, there is no record of risk assessment, which is a breach of requirements.

The pre-school has a self evaluation form in place to help identify the its strengths and weaknesses; however, it does not include leadership and management of the setting. It is not used effectively to help improve outcomes for children and move the pre-school forward. Recommendations from the previous inspection have been met. There is also no tracking, monitoring or evaluation of the impact any changes may have on the pre-school and individual children.

The availability of resources is poor and variable. Poor staff deployment means that children do not experience a suitable balance of indoor and outdoor learning. This disadvantages children who learn better in the outside. Resources are sparse

and do not cover the six areas of learning. The environment and conditions for which the staff are responsible, do not contribute to learning and development.

Equality and diversity are not embedded through out the pre-school. Children's starting points and next steps are not clearly identified and used to inform future planning. Therefore, addressing differences and achievement gaps is not possible. Some groups of children, such as boys are not fully supported and as a result they underachieve and do not enjoy learning.

Partnership with parents and carers is sound. Parents say they are happy with the pre-school and can ask for any information they need. They say staff are approachable and would discuss any concerns regarding their children. The pre-school welcome support from outside agencies and work in unison with the Early Years Advisory Teacher.

## **The quality and standards of the early years provision and outcomes for children**

Children have access to a large hall and enclosed outside play area. The area is warm and bright. Children are comfortable with the staff and look to them for support and reassurance. However, staff do not provide stimulating learning environments. This results in some children's behaviour deteriorating through boredom. They behave in inappropriate ways that are not safe for themselves and other children. For example, disputes arise over the sharing of resources, which leads to aggressive behaviour. Children are not developing the social and learning skills that will equip them well for the future. This shows they have a lack of understanding about the rules and boundaries, which impacts on their ability to stay safe.

Children are beginning to show an understanding of healthy lifestyles. They know to wash their hands after visiting the toilet and take themselves to the toilet without staff guidance. Children really enjoy outside play and staff are looking at free flow, so children can choose if they wish to play inside or outside. This helps build children's self esteem and confidence by making choices for themselves. Children receive snacks that are healthy and staff use this as a social occasion to talk to the children. Overall, children's health, physical and dietary needs are adequately met. Positive relationships in the pre-school are slowly developing. Children have a strong sense of belonging in the setting.

Children are making some progress with skills for the future. Children count and enjoy looking at books with their friends and staff. They are taken on visits around the village and are interested and ask questions about the wider world they live in. Children talk about their home life and can differentiate between past and present experiences. They have access to a computer, which they use daily with good mouse control.

Staff do not have a secure knowledge of the Early Years Foundation Stage. They do not plan suitable daily activities that allow children to flourish. The children's learning journals do not include sufficient information to move children forward at

a pace that suits them individually. Staff do not respect children's choices in regard to their play. For example, at times they direct children to activities that they find uninteresting, whilst packing away those that engage their attention; consequently, children are not purposefully engaged. Overall, the pre-school does not promote good outcomes for the children in its care.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met