

# Pluckley Village Pre-School

Inspection report for early years provision

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**Unique reference number**

EY269766

**Inspection date**

21/06/2010

**Inspector**

Joan Lindsay

**Setting address**

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**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**

Pluckley Village Pre-School opened in 2003. It operates from a classroom in the primary school in Pluckley, Kent. A maximum of 12 children may attend the pre-school at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 9am to 12 noon term time only. All children have access to a secure enclosed outdoor play area. There are currently 15 children aged from three to under five years on roll. All of these children receive funding for nursery education. Children come from the local area. The pre-school employs two staff, both of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The overall effectiveness of Pluckley Village Pre-School is good. Children obviously love attending and develop positive attitudes to learning and to others. They make good progress in all areas of their development. Children feel extremely safe and are very confident because caring, knowledgeable staff ensure very high levels of equality and inclusion. Good leadership and management, strong partnerships with others and a continuous striving to do even better, mean that there is a good capacity to improve further.

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

To further improve the early years provision the registered person should:

- use opportunities to extend children's speaking and listening skills through more questioning during child-initiated activities
- make full use of the outdoor area to develop and challenge children's emerging reading and writing skills.

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

The provider and staff are experienced and continue to expand their knowledge through training. Although the main focus is on developing children's personal, emotional and social development, the well-structured day also ensures they make good progress in their learning. Adults work seamlessly together and so achieve the aim of ensuring a highly inclusive setting where all children are fully involved. Their exceptional knowledge of each child's background and the consideration they give to it, means that each child is fully involved and achieves well. Their very warm manner means that children and parents feel welcome and can share any concerns. Parents speak very highly of the setting with nothing but strong praise for the experience their children have there. Regular information means that parents know how well their child is progressing and a monthly newsletter keeps

them informed about topics.

Safeguarding and child protection procedures are robust and all the welfare requirements are met. Policies are well written and kept updated. There is a clear understanding of the setting's strengths and weaknesses, with a self-evaluation form in place. Comments made after local authority visits and the recommendations made following the last inspection have been acted on. The premises have improved, giving children much freer access to the outdoors, which is used for a large proportion of the day. There is scope to develop this area further, with more labelling and opportunities to mark-make to ensure that children are challenged and given every opportunity to see words and numbers outside as well as in. Resources are generally good, although the wheeled toys shared with the school are rather the worse for wear. Planning is done regularly and activities adapted to meet the needs and interests of the children present. Consequently, outcomes for all children are at least good. Assessment information is gathered as children go about their play and tasks, using photographic and written evidence which is entered into each child's 'My Unique Story' record book. These record books do not yet contain clear 'next steps', however. Partnerships are effective with the primary school so that children benefit from daily shared play-time with older children and are use to the routines in the Reception class before they join. This gives the children a great deal of confidence and helps them establish productive relationships with others.

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

Children make good progress in all areas of learning and development because they have high levels of enjoyment and enthusiasm for what they are doing. They understand the daily routines well and are happy to choose their own activities for the first hour of the day. They focus well on what they are doing as the activities are well planned to give them the opportunity to learn as well as have fun. However, although adults are constantly at hand during these activities, there are some missed opportunities to extend children's learning even further by engaging them in conversation through open-ended questions. Children play very well together, sharing roles and encouraging others to participate, such as when one boy laid down and asked a 'doctor' and a 'nurse' to help him. Willing participants then entered into the role-play enthusiastically. Many children show high levels of imagination, have a wide vocabulary for their age and enjoy initiating conversation. Most can recognise their written names and some are attempting to write them. Their number recognition is well developed for their age and is reinforced with a daily session of letters and numbers. They are quick to count up how many boys and girls are present and to spot that there are more boys than girls. These emerging skills give them a good foundation for their future learning.

The children know how to behave and behaviour is managed well. Any minor disputes are quickly resolved by observant adults; children apologise and soon make up. This adds to the extent that children feel safe, which is outstanding. This is because children have been encouraged to become extremely confident and able to understand how to keep themselves and others safe, for example, taking care

on the slide and when going in and out of the room. Adults are constantly vigilant and this coupled with very regular daily routines gives children an exceptionally strong sense of security. This also means that they develop excellent relationships with each other and tolerate any little foibles in others extremely well.

Children learn about healthy lifestyles through their daily fruit snack and growing a selection of fruit and vegetables. Hygiene standards are very high, with children being given wipes for their hands when they blow their noses or sneeze, for example. They have the opportunity to exercise in the larger school playground and all of them make the most of what is available. Some of the larger outdoor equipment is in need of replacement however, so that there is less need to share and more opportunity for climbing and balancing for example.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 2 |

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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