

# Benenden Pre-School

Inspection report for early years provision

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**Inspection date** 10/02/2011  
**Inspector** Clare Stone

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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**

Benenden Pre-school opened in 1967 and is managed by a parent management committee. It operates from two inter-connecting rooms on the first floor of the St George's Hall in Benenden. There is a fully enclosed outdoor area for children's play. A maximum of 21 children may attend the pre-school at any one time. The pre-school is open five days a week during school term times.

Sessions are from 9:00 am until 12:00 pm on Mondays and Fridays and 9:00am until 15:15 pm Tuesdays, Wednesdays and Thursdays. There are currently 20 children aged from two years to under five years on roll. All children are in the Early years age group and most attend on a part time basis. Five staff work with the children, three of whom hold recognised early years qualifications and two member of staff are working towards a qualification. The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

The pre-school are providing good quality care and education. Staff have good experience and qualifications to work with young children. They provide them with fun and stimulating activities which promote learning within Foundations Stage curriculum. The pre-school have a great scope for continuous improvement and their self evaluation form is detailed, listing strengths and areas for improvement. Inclusion is embedded throughout their work and the staff work hard to ensure all children are treated as individuals and their differences celebrated.

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

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

- organise resources to ensure they are attractively presented at all times
- improve the organisation of everyday routines such as snack to minimise the time children spend waiting passively

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

The pre-school staff are aware of their role and responsibilities in protecting the children in their care. There are good systems in place and staff are able to recount possible signs of abuse and the procedures to follow if they have any concerns. There are clear and robust systems in place for staff recruitment and all adults who have access to children have completed a current criminal records

bureau check. There is also a book to record visitors, to ensure they are supervised at all times. Risk assessments are completed daily for indoor and outdoor activities. This helps protect children from becoming injured.

There are good systems in place for evaluating the pre-school's strengths and weaknesses. All of the staff are involved with the self evaluation form to ensure it is a team effort. The manager has high expectations of staff and this is communicated through regular team meetings and staff appraisals. The staff use the self evaluation form to plan how to move the pre-school forward and how they are going to facilitate this. There are clearly strengths in aspects of the current leadership and management, including their plans for further improvement.

There is a wide range of resources available for children to use. Toys are stored at a level that children can access and move if children wish to play in another area of the pre-school. This encourages children's self helps skills and independence. Staff also encourage children to recycle by collecting rubbish and re-using it to make or store other resources. Children achieve well and their development is good as the result of the setting they are in. The staff are making a good effort to ensure that resources and the environment are sustainable.

Staff actively and appropriately promote equality and diversity. They know where children's starting points are and take effective steps to narrow achievement gaps. Therefore, children are progressing well and the staff have a good knowledge of each child's background and needs. Children who have additional needs are quickly identified and procedures are put in place to support both children and their parents.

Partnership with parents and other agencies is well established. The pre-school have visits from the local primary school and in turn they visit the school to ensure children's transition runs smoothly. The staff welcome any other agencies in the setting to help with children's care and development. Parents report they are very happy with the pre-school and feel the staff are approachable and supportive. They say they receive information regarding the Early Years Foundations stage and are given ideas on how to help their children at home. Parental involvement is always welcome and staff feel it helps parents understand what they are doing and how they work. This helps facilitate and promote children's well being.

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

Children benefit from the caring and stimulating environment of the pre-school. There is a wide range of activities to support children's learning and help them work towards the early learning goals. Although resources are age appropriate they are at times muddled and messy. Staff have a good ratio of adult and child lead activities and are skilled at extending children's play. For example children were playing and idea from a book and the staff helped children make dens in which they could roar and pretend to be tigers. The children were thrilled and quickly moved to making masks of tigers to extend their story and make it their

own. There are key persons in place which enables the staff to plan a programme of activities that meet children's individual needs. The planning and the children's folders are a key strength of the setting. Planning is very flexible and can be changed at anytime allowing children to be creative and use their imagination.

Children arrive and settle very well. They play indoors and have access to a fully enclosed outside area which they use daily. The staff are aware of how important outside play is and plan activities to help children investigate and explore their surroundings. They also take walks around the village and use children's knowledge on how to plan their journey. Children show a good awareness about healthy lifestyles. They understand that plenty of exercise and eating nutritious snacks will help keep them remain fit and healthy. At times, children can wait passively for their snack. This is not making the most of the opportunities snack time can offer. Children who are not well do not attend pre-school, and this helps prevent infections and cross contaminations.

All children are given lots of praise and encouragement. Children are treated as individual and the staff know the children well. Staff feel it is important to help them to feel valued and improve their self esteem. Children work well together and their behaviour is very good. Staff are good role models and encourage children to be polite to each other. This helps children understand and show good manners and therefore making a positive contribution in the pre-school. Children keep themselves safe with gentle reminders from staff not to run indoors. The children help tidy up and are aware this helps prevent injuries from falling over toys and other resources. These are key examples of cause and effect which help children understand and make sense of their thoughts.

Children's progress in information technology, communication and literacy is developing well. Children can use a mouse on the computer and are learning how to use the keyboard. They work together during role play and show they are able to negotiate if they do not agree with each other. Overall, most children are generally secure in the skill they require in order to process in their learning. The pre-school provide good outcomes for the children in their 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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

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### 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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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