

# Lyminge Pre-School

Inspection report for early years provision

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**Unique reference number** 127357  
**Inspection date** 10/02/2011  
**Inspector** Cilla Mullane

**Setting address** Lyminge Village Hall, Woodland Road, Lyminge,  
Folkestone, Kent, CT18 8EW

**Telephone number** 01303 863149

**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

Lyminge Pre-School has been registered since 1969. It is managed by a committee of parents. It operates from the main hall and side rooms of the village hall in Lyminge. There is access to a secure enclosed outdoor play area.

A maximum of 36 children in the early years age range may attend the pre-school at any one time. The setting is registered on the Early Years Register and the compulsory part of the childcare register, to care for children aged under eight years. Children attend for a variety of sessions. It is open Monday to Friday from 8.00am to 3.00pm during term times. The pre-school serves the local area and surrounding area.

There are currently 56 children in the early years age range on roll. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school employs 10 staff including an administrator. Of these, nine hold appropriate early years childcare qualifications to level 2 or 3 and above. Three members of staff are working towards a qualification. The pre-school receives support from the Local Authority Early Years advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The wonderful environment, especially the exciting outside area, is very well organised to encourage all children to learn independently, as they enthusiastically self select resources, create, design and concentrate. Children make maximum progress because planning is tailored to their individual needs, taking into account their interests and planned next steps. Children with special needs and / or disabilities make exceptional progress due to skilled staff and sensitive work with parents and outside agencies. Children's welfare is extremely well protected as all procedures are thorough and consistently applied by all staff. Parents are very well informed, and given excellent opportunities to become involved in their children's development and learning. The creative and knowledgeable staff team work extremely well together to make continuous improvements tot the pre school, constantly improving outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing information supplied to parents about meeting children's individual learning needs by introducing a planning cycle display

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

Leaders and managers, supported by administrative staff, ensure that children's welfare is extremely well protected. Policies and procedures are very effective in ensuring that the setting runs professionally, safely and inclusively. Risk assessments are reviewed on a regular basis, and include keeping all aspects and areas of the provision safe and secure. Children with disabilities are especially safe, as risk assessments consider any extra individual measures that need to be taken.

The staff are very well qualified, enthusiastic and positive regarding their work and are excited about opportunities to attend training to aid personal development. New staff are thoroughly inducted, and equipped with all the information they need to work effectively. For example, they have a staff 'buddy' who conveys important information such as where all documentation can be found.

Careful checks ensure that important staff training updates are not overlooked. For example, all staff update their knowledge of child protection frequently. In addition, staff training is ongoing, covering all aspects of childcare, such as learning about schemas and enhancing children's personal, social and emotional development. As a result, staff are constantly improving and building on their skills and competence, and they feel valued.

The setting has an enthusiastic, knowledgeable and experienced special needs coordinator, who has excellent systems in place, and is very skilled at identifying concerns, supporting parents and staff, and working with outside agencies. This results in children with special needs and / or disabilities having the support and help needed to enable them to make the maximum progress possible. Small group work helps children to grow in confidence and enhances their speech and language skills.

Practitioners in this setting use a variety of very successful ways to make constant improvements. Parents and children are meaningfully involved in the self evaluation process, which directly improves outcomes for children. For example, following observations and staff meetings, a base room for the youngest children has been set up, where the toys and equipment are tailored to their needs, and they have access to their own outside area. This has had a significant positive impact on their wellbeing and confidence.

Parents convey great satisfaction with the care of their children, stating that they receive good information regarding their children's progress from folders and parents evenings, and are given support and tips to help children continue learning at home. When parents arrive to collect children, they take time to look at a slide show of photos taken of the children through the setting, and very much appreciate this. They are reassured that their child has been happy, safe and occupied. Parents' information has a really useful 'frequently asked questions' section, to help with any extra queries they may have. They also have access to a lively website, and are emailed newsletters with news of events and supportive

information, for example, links to advice regarding healthy food for children.

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When children leave the setting they are very ready for the transition to school, as there is lots of contact to familiarise them with the environment and staff there. For example, children remember being read a story by the reception teacher. Children are further helped to feel safe and secure at this time, because there is a visual calendar, showing school, classrooms and playground, and they count down the time before they move.

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

Children make excellent progress towards the early learning goals in all areas of learning due to staff's expert knowledge of their interests and abilities, and careful planning tailored to each child's needs. Children are enthusiastic and independent learners. They confidently select from stimulating good quality resources, and are able to learn independently, problem solving, persevering, concentrating and creating. They use a huge ruler to carefully draw lines on paper on the floor, carefully making parallel lines, squares, rectangles and joining lines to make triangles.

Children feel extremely safe with the staff and generally within the setting. They excitedly join in acting out 'going on a bear hunt', happy to be scared, and adults hold hands with less confident children to reassure them. Children know who their key person is, and can discuss who they would go to if they were upset. They

know how to look after their own safety, and remind other children that staples in paper are sharp. They show delight as they look through their own photographic record of observations, remembering meaningful experiences with pleasure. For example, seeing a letter P and remarking 'that's what I did yesterday in Rainbows? (the pre-school group) and 'that's when I was reading a story to myself'. Frequent praise from adults results in children having confidence to try new experiences and having very good self esteem. They beam with pleasure when adults admire their achievements, such as a handbag they have made and on which they have written their name.

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Children enjoy a wide variety of opportunities to use challenging apparatus, and benefit from exercise in the outdoors. Including visits to an exciting forest classroom. Indoors, they are adept at looking after their own personal hygiene, stating 'I need to wash my hands' and knowing that they need to 'wash germs off'.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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