

# Shorne Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127541
<b>Inspection date</b>	09/03/2011
<b>Inspector</b>	Sarer Tarling
<b>Setting address</b>	Village Hall, The Street, Shorne, Gravesend, Kent, DA12 3EA
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<b>Email</b>	
<b>Type of setting</b>	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**

Shorne Village Pre-school has been established for over 30 years and has been jointly owned and managed by the current providers for the past 10 years. The pre-school has to set out and pack away each day and has the use of two rooms in the village hall. The large hall is mainly used for large physical play and children have access to an enclosed outside area all year round. Children and staff also use the associated facilities including a cloakroom, toilets and kitchen area.

The pre-school is located in the village of Shorne, Kent and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children, aged from two years to under eight years, may attend at any one time. The pre-school operates 39 weeks of the year and is open as follows: Monday 9.00am to 3.15pm, Tuesday closed, Wednesday 9.00am to 12.45pm, Thursday 9.00am to 3.15pm and Friday 9.00am to 3.15pm.

There are currently 49 children aged from two to under five years on roll. The pre-school receives funding for the provision of free early education to children aged three and four. The pre-school supports a number of children with special educational needs and children who speak English as an additional language.

The pre-school employs seven staff, one of whom holds a level 4, two hold a level 3 and three staff hold a level 2 early years qualification. All staff have first aid qualifications and show a commitment to ongoing training.

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

Overall the quality of the provision is outstanding.

Children flourish in this outstanding pre-school because the Early Years Foundation stage is delivered without exception. Each child's individuality is recognised, staff have a secure knowledge of their specific needs and abilities and skilfully provide a wealth of stimulating activities and experiences which help children make outstanding progress in their learning and development. Effective systems for communicating with parents and working with external agencies underpin excellent continuity of care for all children. The highly effective management team ensure all staff, parents and children are involved in the on-going evaluation of the quality of the provision resulting in well targeted action plans which bring about sustained improvements and excellent outcomes for children. The pre-school has an outstanding capacity to continue improving.

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

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

- supporting children in using a range of information technology such as programmable toys, cameras, CD players and computers.

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

The joint registered providers demonstrate a firm commitment to promoting excellent outcomes for children. They continue to update their knowledge through training, having attended courses on recruitment, management and in health and safety in the workplace. A highly competent supervisor is employed and the robust recruitment, vetting and induction procedures ensure that children are cared for by a highly motivated, qualified and suitable team of staff. The providers ensure that all regulatory paperwork is in place, including the Criminal Record Bureau checklist. Children are protected as they are well supervised and never left alone with unchecked staff. Annual appraisals help staff to identify their strengths and areas for improvement and the providers encourage all staff to attend training and to upgrade their qualifications. As a result all staff are enthusiastic and motivated to develop their expertise in all areas of the Early Years Foundation Stage.

Children's safety is of paramount importance and staff demonstrate an excellent knowledge of how to promote children's welfare and well-being. The pre-school's duty of care is communicated to parents via the well formulated policy which is in line with local safeguarding children board procedures. Vulnerable children are protected as staff are all confident of the signs to look out for and clear of the procedures to follow in the event of any child protection concerns. Security systems are excellent as staff closely monitor who enters the building and the contact alarms alert them if a child should try to leave the premises unsupervised. Children are only released to authorised individuals and a password system is agreed with parents and used if an unknown person arrives to collect a child.

Accidents are kept to a minimum as a comprehensive risk assessment is conducted of the premises and outside area. Records clearly show how any potential hazards have been removed or minimised and daily pre-opening checks ensure these hazards are minimised and children are kept safe. The providers follow advice and have sought information and training from agencies such as environmental health and fire safety officers. Consideration has been given to outings and a full risk assessment is undertaken before each different type of outing, ensuring children's safety whilst off the premises. Detailed policies and procedures, which are understood and implemented effectively by all staff, are shared with parents. In the event of any unforeseen accidents, children are afforded prompt and appropriate attention as all staff have up-to-date first aid knowledge. Prior consent has been obtained enabling staff to seek emergency medical advice or treatment if required. Staff are aware of the welfare requirements in administering medication, of obtaining written consents from parents and maintaining records.

Staff utilise all areas of the pre-school extremely well, furniture, equipment and resources are unpacked each day and set out before children arrive. All equipment is age-appropriate, of a high quality, well maintained and cleaned regularly.

Portable display boards enable staff to present examples of children's own work, showing that their contribution is valued. These, along with informative notices, posters and hanging picture displays help make it a welcoming and inclusive environment as they show positive images of different families, race, culture and disability. Children are encouraged to look after the toys they play with and staff sing them a 'tidy up' song as they all help to clear away. Well planned rotas ensure all staff are aware of their role and this contributes to the smooth transition from one activity to the next and as children move from inside to outside and from the smaller hall into the larger one for large physical play.

Staff demonstrate an excellent knowledge of each child, recognising their uniqueness and understand that children develop at different rates and learn in a variety of different ways. Equality and diversity is promoted well within the setting. There is a good range of resources which reflects diversity. For example, within the books, small world play people and dressing up. Children are supported in learning about the diverse community in which we live. Staff act as role models, promoting a positive and inclusive attitude to all. Children participate in activities and learn about festivals, other cultures and their customs. Children are encouraged to understand and develop positive relationships with others who are different from themselves, learning to respect diversity. Parents are fully involved in the cultural aspects of their children's learning; they are encouraged to share their own experiences and bring items from home for children to see. Key workers are supported by the Special Educational Needs Co-ordinator who works closely with parents and other adults involved in the care of children to ensure they receive consistency in their care and as much help and support as possible.

Children clearly benefit from the very positive relationships staff develop with parents. During initial consultations staff obtain all of the required information from parents including details about their child's home life and routines. Each child's key worker then sets out a commitment showing how they intend to meet that child's individual needs and parents are encouraged to contribute their ideas. Staff have compiled a folder, containing photographs of children engaged in a wide variety of activities, to help parents learn more about the Early Years Foundation Stage and how the activities their children take part in link to the different areas of learning. An excellent daily exchange of communication ensures both parties caring for children are well informed of how children have been both at home and in the setting.

Parents are constantly encouraged to be involved in their children's learning by bringing in items for show and tell sessions and by borrowing books from the pre-school library scheme to read with their child at home. Parents are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Families are invited to summer picnics in the local country park and to watch seasonal concerts and parents say they greatly enjoy the performances put on by their children. Regular newsletters and notice boards keep parents up-to-date with pre-school news. Well formulated policies and procedures underpin the outstanding practice and provide clear information for parents on how to raise complaints. Parents express great satisfaction with the pre-school. Questionnaires and thank you notes describe children as having 'the most wonderful experiences' and comment on the 'excellent

teaching' saying their children have made 'extremely good progress and they are so happy'.

The pre-school has developed strong links with outside agencies, liaising with health care professionals, including speech and language therapists in order to seek advice in how to best support individual children. The pre-school forges links with local schools, reception class teachers are welcome to visit the pre-school to share valuable information and become acquainted with children thereby easing transition into school.

Outstanding self-evaluation systems are in place and demonstrate the provider's excellent awareness of the setting's strengths and weaknesses. They visit other settings to share best practice and access further training opportunities for themselves and staff through the local authority and North West Kent Forum. The management team seek input from the staff, children and parents into the evaluative process so that they can maintain continuous improvements. Parents have opportunities to complete questionnaires when their child starts at pre-school and again when they leave, their feedback is valued. Staff chat informally about how they feel each session went, weekly activity and session plans are evaluated and staff meetings provide opportunities to discuss all areas of the provision and identify areas for improvement. Action plans are drawn up to ensure they are addressed. For example, following a 'bug hunting' fund raising event, wet weather clothing has been purchased enabling children to access the outdoor environment in all weathers. A planting and growing area, giving children first hand experience of the cycle of plant growth, has been developed and staff recognise the need to increase children's access to technological resources. Staff have used the Early Childhood Environmental Rating Scale and are very receptive to new suggestions and keen to implement ideas put forward by their Early Years Teaching and Learning Advisor. As a result the pre-school is outstanding in driving improvement in order to benefit children and continues to evolve and improve.

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

The providers, supervisor and staff team all demonstrate an exemplary knowledge and understanding of how to effectively deliver the Early Years Foundation Stage welfare, learning and development requirements. They are continually reviewing their observation and assessment systems and following training have recently introduced the 'My Unique Story' format. Each child has their own profile which parent's contribute to by sharing knowledge of their child's learning and development. This provides staff with a clear starting point in which to plan an environment reflecting the needs and interests of children. Staff recognise that not all children learn in the same way and their skilful use of observation and questioning throughout the session enables them to gauge what children have learnt from a particular activity and to identify learning intentions which can be incorporated into future planning to support individual children. These frequent incidental observations, along with more detailed focused based observations are recorded against the different areas of learning and so enable staff to easily

identify if a child needs encouragement to access different learning experiences.

Staff take it in turns to draw up weekly planning sheets, often using themes but more importantly say they aim to plan activities which will ignite children's curiosity to learn more. Staff skilfully differentiate activities throughout the session and at times children come together in smaller groups to ensure all can fully participate and are suitably challenged in their learning. Children and their parents contribute to planning the activities on offer as staff have introduced a 'Wish Upon a Star' system whereby each child takes a star home to decide on an activity or favourite toy they would like provided. Staff then incorporate children's wishes into planning showing their contributions are valued. Along with photographs of their children engaged in activities and examples of their art work, parents receive a summative assessment report of their child's progress each term. Staff then use feedback from parents to update their records of what children can do at home and this also contributes to the future planning for each child. This means that children are able to make outstanding progress towards the Early Learning Goals as assessed from their starting points with some children exceeding age-related expectations.

Children show a strong sense of security and belonging as they confidently explore the activities and their surroundings. Excellent interaction between staff and children can be heard, with staff broadening children's vocabulary and as a result children's command of language is excellent. Children play co-operatively together, learning to share resources and take turns during games. During circle time children are able to share interesting news, talk about their families and what they would like to do, providing them with skills for the future as they relate and negotiate with others. Personal achievements, kindness and good behaviour are all rewarded by means of praise, stickers, certificates and an apple which children proudly hang on the 'Kindness Tree'. As a result there is very little need for staff to implement their behaviour management strategies as the children are usually so engrossed in activities that there is very little cause for disagreements. Throughout the session staff remind children of the sequence of events and use a pictorial time line to support children who have special education needs or communication difficulties to understand what is happening next. Children get to take home Shorne Bear and his diary where, with the help from parents, they record and take pictures to share with others how they celebrate their birthday at home.

Children's Knowledge and understanding of the world around is developed in many ways. For example, children observe as a large block of ice slowly turns from a solid to a liquid and have much discussion about cold climate animals and how people adapt to living in a cold environment. After listening to the story of Jack and the Beanstalk children went on to plant their own beans, carefully watering and monitoring their growth. Children's senses are heightened as they touch and smell the different vegetables in the compost, cutting them open to reveal the different patterns inside. Children are supported in learning about the diverse community in which we live as they find out more about different celebrations and festivals such as when they made Chinese paper lanterns, clay Diva lamps and daffodil pictures for Saint David's Day. Children have access to good quality books and resources which depict positive images of different cultures and disability and take part in food tasting activities trying foods from India, France and China.



Children have fun exploring the properties of porridge oats, sawdust, sand and water, learning about capacity, floating and sinking. Using recycled materials children construct and decorate life-size robots. Problem solving skills are developing as children complete puzzles and work out how to build a bridge using bricks. They are learning how to tally and add up as they go outside to record the number of different colour cars that drive past the pre-school. Staff use visual props such as toy monkeys to help children to understand how to subtract as they sing 'five little monkeys jumping on a bed'. Children have tremendous fun playing number bowling and enjoy dinosaur dominos.

Staff have made the book area cosy and inviting by using a voile canopy, cushions and soft toys. Children can sit and lay looking through the wide variety of fact, fiction and dual language books with friends or by themselves. Children sit enthralled as staff skilfully read stories such as 'Room on the Broom', engaging and encouraging them to ask questions, recall and predict what they think will happen next. Children retell and act out stories using props such as three little pigs and cardboard boxes as the houses. On arrival children select their name card and post it into the letterbox as a form of self registration. They then hang their coats on their named pegs, which also have a picture starting with the same letter sound as their name on. Children explore the many varieties of mark making activities on offer and independently access further resources from the box. They take part in activities which help them to recognise individual letters and the sounds they make and as a result are developing extremely well in their early reading and writing skills. Children with speech and language difficulties are extremely well supported by staff who set up exciting activities to encourage the correct lip and tongue position for speech. For example, all the children wanted to join in the activity involving numbered ping pong balls floating on water where they had to make the balls move by blowing through a straw.

Staff take great pride in the presentation of activities such as the fantasy island pirate adventure and children have many opportunities to play imaginatively and learn about people who help us as the role-play area is changed frequently. For example, from a hair salon, to a post office, opticians, to a vet, a tea shop to a garden centre. Staff arrange for visitors such as the fire and police service to talk to children about staying safe and when a paramedic visited children learnt more about the ambulance service and took part in a fun activity of bandaging each other up. Children are learning how to cross the road safely as they take it in turns to visit the local shop to buy the milk they drink at snack time. Children take great care in their craft work, such as when they made a large replica stained glass window to present to the vicar when they left. Displays and photos show there are numerous opportunities for children to take part in free painting and sticking along with more focused based activities. Children enjoy singing, choosing from the picture song board and are developing a good sense of rhythm through the use of musical instruments and dance. Thoroughly enjoying occasions such as when they get to watch older people at their tea dance.

Children's health is extremely well promoted. Children are proficient in taking themselves to the toilet and along with the picture prompts, reminding children how to wash their hands thoroughly; staff and children sing a hand washing song. Children who have an infectious illness are excluded to prevent cross infection and

notices are put up to warn others of communicable illnesses such as chicken pox. Individual dietary requirements and religious backgrounds are taken into consideration when planning what children eat. Children develop their independence as they can pour their own drinking water throughout the session, recognising when they are thirsty. Children are developing an understanding of healthy lifestyles as they sit together as a group, heartily tucking into the healthy snacks of fresh fruit and cereal. Good manners are promoted and those children who stay for extended periods bring a packed lunch and enjoy the social interaction as staff sit and chat with them. While making craft food plates children discussed what foods they thought were good for them and those which are less healthy and should be kept as a treat. Children cook from scratch, weighing out ingredients, making jelly, baking cookies and cakes as well as their own bread.

Children's safety is considered as they take part in warming up and cooling down exercises, learning to recognise how physical activity affects their bodies. Staff utilise the indoor and outdoor space extremely well, using initiatives and resources from the Youth Sports Trust to plan challenging activities and physical games for all abilities. Children learn new skills playing tennis as they hit balls over a net. They dance using ribbons and scarves, balance bean bags on their heads, throw and catch balls and spin hoops. As a result children are agile, move with confidence and show a great awareness of space. Children clearly benefit from being physically active and are developing good habits for the future. Overall outcomes for children are outstanding.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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

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