

# Hextable Village Pre-School

The Gallery, Heritage Centre, College Road, SWANLEY, Kent, BR8 7LT

## Inspection date

05/03/2013

Previous inspection date

15/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy strong relationships with staff at the preschool. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Leadership and management of the setting is strong. The manager and the staff have a clear vision of the strong practice they are promoting and all members of staff are involved to provide consistency. There are consistent practices in place to monitor and ensure that children are enabled to progress well.
- An extensive range of interesting, stimulating activities are available and the unlimited access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- All children talk regularly with each other and are highly confident in communicating with the staff as well as each other. Staff are highly skilled in using open-ended questions to make the children think about what they are doing. As a result children's vocabulary is in line with, or exceeding, the developmental milestones for their ages and stages of development.

### It is not yet outstanding because

- Staff are not consistent in supporting the children with their self care, such as teaching the younger children to wipe their own noses.
- Although staff support children with their creative arts, children are not always encouraged to write their own names on their work.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children's play and interaction with staff.
- The inspector talked with staff, manager and members of the committee.
- The inspector sampled a range of documentation including children's records, developmental plans and the self-evaluation programme.

## Inspector

Rebecca Hurst

## Full Report

### Information about the setting

Hextable Village Pre-School has been operating for 20 years. It is committee-run and moved to its present premises, The gallery Heritage Centre, in Hextable, Kent, in 2013. It is registered on the Early Years Register. There are currently 35 children on roll.

The pre-school operates Monday to Friday, from 9.15 am to 12.15 pm. There are six staff who work directly with the children, all of whom have appropriate Early Years qualifications. One member of staff is degree qualified and another is currently working towards her degree.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- support children's emerging writing skills by encouraging them to write their own names on pieces of work
- support children's self care by helping them to wipe their own noses.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use nursery rhymes, explanation and praise to help develop children's communication and language skills. The support of children with special educational needs and/or disabilities is a key strength in the preschool. Staff work closely with parents and other agencies to set children realistic targets to achieve. This enables all children to make progress with their learning and development. Staff successfully use the Ican programme to support children's speech development.

Planning is effective in progressing the children with their learning and development. Staff use the children's next steps of learning, their interests and views from the parents to plan effectively. Parents are encourage to share with the staff what themes and topics they would like the children to learn about. Staff use these suggestions on a weekly basis to inform their planning. This makes sure parents are an integral part of the children's learning. Staff and parents work together to complete an assessment of the children's starting points. These are then used to plan for future progress.

Staff track the children's progress using the development milestones. These are used successfully to see if children require support with their learning and development. Detailed progress reports and two-year checks are shared with the parents so they can see the progress their children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children enjoy messy activities that are well planned to support children's learning across the seven areas. They enjoy playing with the water and using turkey basters to transfer water from one jug to another. This enhances both their physical development and

mathematic development as they describe how full the jugs are. However, during some creative activities, children are not sufficiently encouraged to write their own names on their work.

Children enjoy exploring the outside areas. Staff have set up a forest school area where they learn about the wider world around them. Children take pride in making rain gauges and learn the importance of measure and the sequencing of numbers. Children show pride in the measures they make with wooden spoons and explain how they work. This is teaching the children about the environment around them. Staff take time to teach the children about the local community they live in. Children also take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity.

### **The contribution of the early years provision to the well-being of children**

Children learn about keeping safe through the staff's effective support. For example, they teach them about trip hazards, mopping up spilt water and enable them to participate in regular fire drills. These help children to understand what to do in an event of an emergency. Staff work with the parents and children to settle them into the preschool. They look at the children's interests and use these to settle them quickly.. Staff help children to learn how to dress and undress themselves initiate other routines they will need to know about when they start school, which helps to prepare them well for this transition.

Staff use resources well to promote all areas of learning. They continually look at ways to store these so that children can help themselves to what is available. This promotes the children's growing independence. All staff are consistent in their approach to behaviour management. They take time to talk with children about the importance of sharing and working together. Staff make good use of sand timers so that children can learn about time and turn taking. Given the children's ages and stages of development, they behave well.

Children enjoy the independence of making their own sandwiches during snack time. They sit with staff and talk about what they are doing and what they enjoy eating. Children have a choice between white and brown bread, which they skilfully butter for themselves. They use round-ended knives so they are kept safe, whilst still enhancing their physical skills. Snack time is an enjoyable social occasion where children sit and talk about their play and what they have been doing at home.

Staff teach children about healthy lifestyles through growing their own fruit and vegetables and the daily opportunities for exercise. However, currently, younger children are not fully supported to identify when they need to wipe their noses and how to do it for themselves. Children need little reminding of the importance of hand washing and are skilled in turning the tap on in the play room to wash their hands after messy activities.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of safeguarding and child protection arrangements. Detailed risk assessments are in place to enable children to play in a safe learning environment. Covers are used on radiators to make sure children are not able to access pipes that may harm them. Robust recruitment procedures are in place to check the suitability of staff working with the children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, they make good progress. The preschool's self-evaluation process is strong. They involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide. They attend various training events to enhance their practice that helps promote effective outcomes for children. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. The committee is fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents and carers if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY396796
<b>Local authority</b>	Kent
<b>Inspection number</b>	904910
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Hextable Village Pre School
<b>Date of previous inspection</b>	15/01/2010
<b>Telephone number</b>	07720 920308

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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