

# Fordcombe Pre-School Group

Fordcombe Village Hall, The Green, Fordcombe, Tunbridge Wells, Kent, TN3 0RD

## Inspection date

08/07/2013

Previous inspection date

26/03/2009

## 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 thoroughly enjoy the many interesting learning experiences outdoors where they develop good physical skills.
- Children show they develop good social skills as they play co-operatively and take account of their friend's ideas about how to carry out an activity.
- Staff make considerable efforts to organise the indoor space so that it is a stimulating learning environment that meets children's needs and helps promote their learning.
- Children make good progress towards the early learning goals due to the effective planning and interaction by staff.

### It is not yet outstanding because

- Staff are not consistently taking into account the views of all parents when evaluating the childcare provision. This slightly reduces opportunities for some parents to contribute towards improving outcomes for children.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed activities indoors, in the outdoor area and at the nearby park.
- The inspector held meetings with the owner/manager and checked evidence of staff suitability.
- The inspector sampled children's learning records, planning documentation, evaluation documents and development plans.
- The inspector carried out a joint observation with the owner/manager.
- The inspector took account of the views of parents spoken to on the day and from information included in the questionnaires for new parents.

### **Inspector**

Alison Weaver

## Full Report

### Information about the setting

Fordcombe Pre-School is a privately owned setting that opened in 1978. It operates from two rooms in a village hall in Fordcombe, Kent. The setting opens five days a week during school term times. Sessions are from 9.15am to 12.15pm. All children share access to an enclosed outdoor play area. Staff also use the adjacent field and play area for supervised outdoor play.

The setting is registered on the Early Years Register. There are currently 18 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities. The setting employs four staff. There are three staff, including the manager, who hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- extend the opportunities for all parents to contribute to the evaluation process in order to continue to improve outcomes for children.

### Inspection judgements

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

Staff have good systems for helping new children settle. They work closely with parents and encourage them to share what they know about their children's interests and abilities. This supports staff in getting to know their key children well and helps them plan effectively to meet their individual needs. As a result, children settle in quickly and become confident and independent learners. Staff make good use of ongoing observations and assessment to identify learning priorities for every child. They track each child's progress effectively and make sure they provide activities that help narrow any gaps in children's learning. Staff keep parents well informed about their children's progress by making good use of termly reports and verbal feedback. Staff address any concerns about a child in a timely manner and additional support is put in place to help the child achieve.

Staff provide a broad range of stimulating activities that clearly cover all the areas of learning. They competently help children to secure the skills they need for moving on to school. Children make good progress in relation to their starting points. Staff interact effectively with children as they play to extend their thinking and communication skills.

They encourage children to explore and investigate for themselves. For example, children have fun seeing what happens to the water when they take part in water painting outside in the sunshine. Children demonstrate good early literacy skills as they skilfully write their names using the water and brushes. They confidently name the letters in their names. Staff look at books with children and they talk about what they see. They help promote children's language skills as they listen to them and encourage them to share their experiences. Staff promote counting with children during everyday routines such as when they line up to return to the premises after playing in the park. Children develop a good understanding of the natural world as staff discuss growth with them as they water the plants.

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

The key person system works effectively and, as a result, staff form close relationships with children. This means that children show they feel safe, secure and very confident. Children are well prepared for the next stages in their learning. They develop good levels of independence as they are encouraged by staff to make choices and decisions about their play. They are well motivated and eager to take part in activities such as sand play. Staff manage children's behaviour well and actively promote their self-esteem. They give good support to children as they develop their social skills. Staff encourage all children to join in with activities and have fun together. As a result, children happily wait for their turn when sharing resources. Children form good relationships and have special friends they like to play with. However, they readily play with other children as well and invite them to join in with their activities. For example, a group of children have fun together in the rocker and others come over to play with them. They amicably work out who needs to get out to help rock the boat. Children push the 'witches' hat' in the park for their friends so they can enjoy spinning round on the playground equipment.

Staff help children develop a good awareness of the importance of healthy lifestyles. They successfully promote children's understanding of healthy eating through discussion and planned activities such as food tasting. Children can help themselves to drinking water and enjoy healthy snacks. They adopt good personal hygiene practices such as washing their hands before taking part in cooking activities. Children enjoy plenty of exercise and outdoor play. They eagerly choose to play outside and have fun in the nearby park. They show increasing skills in climbing and balancing as they safely use the physically challenging equipment. Children show good coordination and control of their bodies as they climb up the wall and slide down the 'fireman's pole'. Staff foster children's awareness of how to stay safe as they gently and skilfully question them about why they should not do something. Children respond by saying 'we might fall over' if they run indoors, which means they develop a good understanding of keeping safe.

Staff create a welcoming and visually attractive learning environment for children. There are plenty of interesting educational posters and charts on display that are used well with children. For example, children have fun sorting and matching the different shapes on the interactive chart. Staff make good use of the good range of stimulating and challenging resources to extend children's play. Staff organise the small outdoor area effectively and

make good use of the space available to create different learning and sensory experiences. For example, they use the fencing to hang saucepans and spoons for children to explore sound.

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

The owner/manager shows a good overall understanding of the safeguarding and welfare requirements and how to implement them successfully. She has robust recruitment and induction procedures to help make sure staff are suitable to work with children. Staff are clear about their roles and responsibilities with regard to promoting children's care and learning. They follow good working practices and act in a professional manner. The owner/manager actively encourages the professional development of staff through yearly appraisals and accessing further training to improve their knowledge and skills. All staff have attended child protection training so are fully aware of what to do if they have a concern about a child. This helps safeguard children's welfare. Staff keep the premises safe and secure. They effectively identify and minimise hazards. For example, they do daily safety checks both indoors and outdoors and this helps keep children safe.

The staff team works well together. They consistently monitor and review the educational programme to make sure it is meeting children's needs. They make good use of the learning records to identify any areas of weakness in children's learning and development. Where needed, staff adapt certain types of play to interest those children who do not usually take part in these activities. This helps to extend children's learning across all areas of learning. Staff work closely with outside agencies and other providers to provide appropriate care and support for individual children, including those with special educational needs and/or disabilities. This helps ensure consistency in children's learning and welfare.

Overall, the staff team has good systems for reflecting on their practices and continuing to make improvements to the childcare provision. They work closely with support workers to identify and address areas for development that will benefit children. Recent improvements have been the development of the outdoor area so it is more interesting for children. However, they do not consistently seek the views of all parents as part of their self-evaluation process. This means some parents have fewer opportunities to be involved in the ongoing improvement of the setting for their children. Apart from this, staff work closely with all parents to support children and meet their welfare needs. Parents get a good range of helpful information about the setting so they know what to expect. They say that they like the 'tailored learning for older children' and the good links with schools. Parents say that staff are 'friendly and approachable' and they provide a 'nurturing environment'.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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>	127194
<b>Local authority</b>	Kent
<b>Inspection number</b>	925399
<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>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Doris Punnett
<b>Date of previous inspection</b>	26/03/2009
<b>Telephone number</b>	07895 472610

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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, which are usually the childminder's 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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Piccadilly Gate  
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