

# Hadlow Community Pre-School

The Annexe, Old School, Hadlow, Kent, TN11 0EH

## Inspection date

Previous inspection date

09/01/2015

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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's experiences and understanding of their rural community and the natural world is promoted extremely well by staff.
- Staff encourage parents to provide a book of family photographs to help their child settle and feel secure.
- There are a wide range of stimulating, interesting and exciting activities for children to enjoy indoors and outside.
- Staff deploy themselves very well and are able to provide a good level of support to all the children.
- Good and effective partnerships have been established with parents and other organisations, ensuring children's welfare and well-being is promoted well.
- Children's behaviour is very good and they respond positively to adult support and guidance.

### It is not yet outstanding because

- Children's next steps are not always recorded efficiently to enhance staff's ability to monitor children's progress alongside observations.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector talked to the provider and members of staff.
- The inspector sampled records and documents.
- The inspector spoke to parents to gain their feedback about the pre-school.
- The inspector observed and talked to the children and carried out a joint observation with the manager.
- The inspector provided feedback to the provider, manager and a college governor

## **Inspector**

Mary Vandepeer

## Full report

### Information about the setting

Hadlow Community Pre-School registered in 2005. It is owned by Hadlow College and operates from two rooms in the annex building on the site of the town's library and medical centre. It is located in the village of Hadlow, near Tonbridge, Kent. The pre-school is open each weekday from 8am until 6pm, term time only. The pre-school also provides before and after school care and children's 'fundays' for a few days during the school holidays, except for Christmas. All children have access to an enclosed outdoor play area. There are currently 54 children in the early years age group on roll. The pre-school receives funding for children aged two-, three-, and four-years old. There are 10 staff working with the children, of these, nine staff, including the manager, hold appropriate early years qualifications. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language.

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

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

- review how staff record children's next steps in their learning journals to provide clear details of children's progress.

### Inspection judgements

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

The provider, manager's and staff have a positive commitment to ensuring children enjoy and experience a stimulating and exciting range of activities. Staff provide a range of resources relating to children's interests, such as trains, cars and dolls. Observations and assessments enable staff to monitor children's achievements and progress. This means their individual needs and stages of development are being met well. This practice is evident throughout the pre-school. Children have many opportunities to try out different things and build on skills they already have. They are able to repeat or learn new physical skills through different activities indoors and outside, such as messy play, balancing and sharing favourite toys. There are role play areas indoors and outside where children enjoy dressing up and acting out familiar scenes. Art and craft play offers children plenty of opportunities to be creative because staff provide various resources including paint and water. Outside, staff provide children with opportunities to play with water, dirt and sand, along with old cake tins for mud-pie making, plant pots and large toy diggers.

Staff plan activities using their knowledge and understanding of children's interests and capabilities. This results in staff engaging children in their learning. Staff base future planning on regular observations of children's play and listening to what they say. This helps staff to identify next steps in their learning. The manager and staff monitor

observations regularly to help ensure each child makes consistent and good progress across all the areas of learning. Photographs are often used to support the written evaluations of children's achievements and they keep these in their learning journals. These important records of children's learning are always available for parents to view, providing information about their child's development. However, information about children's next steps is not kept in these, which means the full picture of children's ongoing progress is not always clear. Staff gain information from parents regarding children's achievements and progress at home. Key persons have regular conversations with many parents. There are also effective, individual play plans for children who are identified as needing additional support. Staff act on advice from parents and other specialists, adapting activities to meet children's changing needs.

All children clearly enjoy the wide range of play opportunities and resources available, they display a keen interest to learn. Children participate in the work of the local farm, caring for some of the animals, helping at harvest time, and planting and growing a small variety of flowers and vegetables. Outdoor sinks with running water, plant pots, plenty of dirt and seedlings enable children to be creative and imaginative in a wonderful, stimulating and sensory environment. The making of mud pies is a very popular occupation with children, promoting their understanding of quantity, mixing and consistency. Staff show they have a good understanding and sensitivity of children's needs by their interaction with them. They are on hand to provide guidance and help if children want or need it. Staff encourage children to try out new and challenging activities. The availability of daily outdoor play means all children benefit from being active in the fresh air.

Staff are skilled and experienced in supporting individual children's involvement and participation in the activities available. They question and listen to the children's responses in the story time activities. Letter and number recognition also help to promote children's learning. Interactive games on the computer help to promote children's knowledge of colours, shapes and an understanding of the need to take turns.

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

Staff talk to the children about their family and home. Parents are encouraged to provide a family photograph book which gives children comfort if they need it at any time. This gives them a sense of where they belong and helps them to feel secure. Children's well-being and welfare is promoted positively and continuously by staff. Children clearly show they know the routine of the pre-school which helps them feel safe and valued. Children and parents benefit from the support of their key-person. Staff follow a settling-in process, which is sensitive to helping children to learn to feel secure in their care. Parents confirm that key-persons work closely with them to meet children's emotional development needs. Every member of staff working with the children has an up-to-date first-aid certificate. They are able to treat children's minor injuries knowledgeably and efficiently.

Children learn about healthy eating as they enjoy fresh fruit and vegetables at snack time. Milk and water are provided as drink choices. Parents provide packed lunches and are

encouraged to make these healthy. Staff teach children about independence in their self-care and older children wash their hands without prompting. Children are learning how to keep themselves safe in an emergency. They take part in regular emergency evacuation drills. Staff carry out regular and effective risk assessments to help identify and address potential hazards. All children are able to play outside when they want to.

Children behave very well, and develop good social skills as they play with other children. staff promote children's personal, social and emotional development well, they encourage children to respect each other throughout the pre-school. Links with local school teachers helps to prepare children for their move to school.

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

The provider and the management team work very well together. They have good, effective arrangements to implement the requirements of the Early Years Foundation Stage. Managers and staff show they have a clear knowledge and understanding of the safeguarding procedures. They know the procedures to follow if they have any concerns about children in their care. There are robust recruitment procedures. These, along with regular monitoring, supervision and yearly appraisals, mean staff have the skills and knowledge to provide good quality teaching and support for children and their families. Individual staff development is given high priority and the majority of staff are qualified at level 3 and above. This results in an experienced and efficient staff team who work closely with the children and who can carry out their roles responsibly. The management constantly review and update the ongoing suitability of all staff, to ensure they remain suitable to work with children.

Systems for self-evaluation are effective and continuous. Regular team meetings and one-to-one supervision enables the provider and manager to identify and discuss any issues with staff and feedback from parents. The views of children, parents and staff are taken on board by the provider and managers who use them to contribute to improving the pre-school. Parents' comment that their children thoroughly enjoy attending the pre-school and are progressing well. They also say that they are very happy with the way the pre-school is organised and run. Parents feel the manager and staff are very approachable and supportive. There are notice boards for parents and carers which displays information to promote their knowledge of how the pre-school operates, such as staff and children's key-person groups. Displays of photographs show many of the activities the children experience on a daily basis. This provides parents with good and clear information about how their children spend their time at the pre-school.

Managers and staff value the partnership they have built up with local schools and specialists, such as speech and language experts and dieticians. These positive, working relationships mean they gain a better understanding about any child's individual needs. This important information is used to help promote children's learning, development and well-being.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY315875
<b>Local authority</b>	Kent
<b>Inspection number</b>	986036
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Hadlow College Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01732 852 304

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

