

Great Chart & Singleton Pre-School

Hoxton Close, Ashford, Kent, TN23 5LB



Inspection date

Previous inspection date

23 March 2015

16 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are independent and confident learners because they form strong bonds with staff.
- The management and staff team are committed to continually developing and improving the provision, and take effective steps to ensure positive outcomes for children.
- Staff communicate with parents effectively and, as a result, parents are aware of their children's progress and have ideas for learning at home.
- Staff encourage children to develop skills they will need for their future learning, such as independence skills and confidence. As a result, children are well prepared for school.
- Staff have good knowledge and understanding about their responsibility and role with regard to protecting children in their care. This ensures safeguarding requirements are met.

It is not yet outstanding because:

- Staff do not always provide sufficiently challenging activities for all children.
- Staff do not consistently give children guidance about expectations of behaviour.

What the setting needs to do to improve further

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

- ensure all staff give consistent messages to children about expectations of behaviour
- refine the planning system so it provides sufficient detail, and ensure activities are appropriately challenging for all children taking part.

Inspection activities

- The inspector observed children engaged in activities, indoors and outdoors.
- The inspector sought the views of parents spoken to on the day.
- The inspector viewed a range of documentation, including policies, self-evaluation and children's individual files.
- The inspector carried out observations of staff, alongside the manager.
- The inspector had discussions with the manager and staff team.

Inspector

Julia Easton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide range of activities to promote children's learning, indoors and outside. Staff support children to develop independence skills and, as a result, children are well prepared for school. For example, children are encouraged to prepare their own snacks, pour their drinks, and wash their plates and cups. Snack times are a strength of the setting, providing rich learning opportunities for all children. Children use real tools outside, painting the shed and outdoor equipment with water and rollers and paint brushes. Staff support children's communication and language development effectively; consequently, children learn well in this area. Staff regularly observe and assess children's development and children make good progress from their starting points. Children have lots of opportunities to make choices about taking part in the activities provided. However, adult-led activities are not always sufficiently challenging for all children which lessens the progress they are capable of making.

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

Staff are caring and affectionate, and children have good attachments with staff. The supportive and caring environment helps children to feel safe and secure. Children settle quickly and are confident in their surroundings. Staff communicate effectively with parents, ensuring they have a good understanding of children's starting points and liaising with parents about any concerns arising. Staff work well with outside agencies and professionals, enabling them to provide effective support for all children. Staff encourage children's efforts and achievements, and share this information effectively with parents. Excellent opportunities are provided for children to develop risk-taking skills, independence and ability to make choices. Children are engrossed in their play outdoors and learn to play cooperatively as they take turn climbing and accessing equipment.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have a good understanding of their role and responsibilities to meet the requirements of the Early Years Foundation Stage. New staff are employed through a robust recruitment process and the manager conducts regular observations, appraisals and staff meetings. Staff have effective links with local schools which helps them to support children's transition to primary school. Staff seek the views of parents regularly and work hard to communicate effectively with them. Parents comment that they are, 'really pleased with the pre-school' and that, 'staff are friendly and approachable'.

Setting details

Unique reference number	127208
Local authority	Kent
Inspection number	840629
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	63
Name of provider	Great Chart Singleton Playgroup Committee
Date of previous inspection	16 December 2009
Telephone number	01233 640551

Great Chart and Singleton Pre-School opened at the current premises in 1995. It operates from the community village hall located in Singleton, Ashford, Kent. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open for five days a week during school term times and sessions run from 8.55am to 2.55pm Monday to Thursday, and on Fridays it is only open in the morning. The setting welcomes children with special educational needs and/or disabilities, and those who speak English as an additional language. There are twelve staff who work with the children. Of these, ten hold appropriate early years qualifications and two are working towards a recognised childcare qualification.

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