

Hersden Under 5's Project

Hersden Under 5's Centre, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS



Inspection date

5 May 2015

Previous inspection date

13 March 2012

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		Good	2
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

- Staff show a strong commitment to promoting and appropriately managing all children's behaviour, supporting and meeting their individual needs.
- Staff consistently encourage children to gain the skills they need for their future learning. For example, they develop confidence and independence in selecting activities. This prepares them well for school.
- Staff form very strong relationships with the children they care for. This means children's individual needs are met. Children form strong attachments with the staff who are able to support and comfort them when necessary.
- Staff have a good partnership with parents. They regularly exchange information about their children's learning and care to ensure good opportunities for home learning.
- Staff have good relationships with the local school and Children Centre. They regularly attend agency meetings to support children's individual needs.
- Management and staff ensure they safeguard children's welfare. They have a comprehensive understanding of child protection issues and know the procedures to follow should they have a concern about a child or member of staff.
- The team of staff work well together. The organisation and deployment of staff is good to ensure they effectively support children's learning and safety.

It is not yet outstanding because:

- Staff do not always promote or make effective use of children's home languages and/or culture within the environment.

What the setting needs to do to improve further

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

- maximise opportunities for children to see and hear their home language and culture within the daily routines and environment.

Inspection activities

- The inspector observed activities and the quality of teaching inside and outside.
- The inspector held a meeting and completed a joint observation with the manager of the provision.
- The inspector sampled a range of documentation, including children's development records, their self-evaluation forms and key policies.
- The inspector took account of the parents' views through discussions and parent questionnaires.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

Inspector

Maxine Ansell

Inspection findings

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

The staff use their secure knowledge of how children learn and their teaching skills to provide a wide range of good learning experiences for the children. As a result, children are motivated and confident. They are eager to explore and remain engaged in their learning for extended periods of time. Staff promote children's literacy development well. They support early reading skills by teaching older children letter sounds and encouraging them to find words that begin with these sounds. Staff use every opportunity to develop and extend children's language. They regularly monitor children's language and put programmes in place to support children's needs. This ensures that all children make good progress from their starting point in communication and language.

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

The provider has not informed Ofsted of individuals on their management committee who have left. This is a breach of the Early Years Foundation Stage requirement. However, this has no impact on children's well-being or safety and the breach was rectified on the day of the inspection. Staff encourage children's awareness of other languages and cultures through festivals and teaching them how to greet each other in different languages. However, the use of home languages of the children attending is less effective. There is a stimulating environment both indoors and outside. The staff use the garden well to promote children's independence and physical development. Children gain an understanding of healthy foods as they grow vegetables and fruit, and then eat them at snack time.

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

The manager is motivated and regularly involves staff and parents in reviewing and improving the pre-school's practices. The manager has a thorough understanding of the strengths and identifies areas for development to improve practices further. She regularly monitors and analyses the progress children make. This allows her to ensure all the children are making good progress and shows areas where children are developing slower. For example, staff found that children were making less effective progress in their mathematical development. They increased the opportunities for children to hear and use mathematical language. As a result, children are extending their mathematical knowledge well. The provider has good arrangements for recruiting new staff. Staff benefit from regular supervision meetings and training to support and improve their performance.

Setting details

Unique reference number	127242
Local authority	Kent
Inspection number	840632
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	28
Name of provider	Hersden Under 5's Project Committee
Date of previous inspection	13 March 2012
Telephone number	01227 713120

Hersden Under 5's Project was registered in 1999. The pre-school operates within the grounds of Hersden Primary School near Canterbury, Kent. It operates from 9am until 3pm for five days per week during term time only. The pre-school currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs six members of staff, of whom five hold early years qualifications to National Vocational Qualification Level 3. The manager is an Early Years Professional and has a foundation degree in early years education. The pre-school is in receipt of funding for the provision of free early years education for two-, three-, and four-year-olds.

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.

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