

# Westbere Preschool

Westbere Parish Hall, Church Lane, Westbere, Canterbury, Kent, CT2 0HA



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 4 June 2015     |
| Previous inspection date | 10 January 2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The environment is stimulating and friendly with busy, happy and active children who enjoy interacting with their friends.
- The committee and staff provide a continually developing service. They value the views and opinions of everyone connected with the pre-school.
- A very well-established key-person system helps children form secure emotional attachments. This means that staff are able to address children's individual care needs well and they are ready to learn.
- The manager and staff have a good understanding of how to safeguard and protect children. They ensure children's safety is a priority at all times.
- The management encourages all staff to update their qualifications and skills by accessing available training. This helps improve learning outcomes for all children.
- The staff plan outdoor play well and offer children a rich and imaginative variety of experiences and play options.
- Staff work extremely well together as part of a team. They are excellent role models who provide clear rules and boundaries to meet children's needs.
- The staff use highly effective methods to support new children and those children moving on to school.

### It is not yet outstanding because:

- The staff do not always provide children with sufficient opportunities or play experiences to develop and use their early writing skills.
- The staff do not sufficiently extend the children's learning by embedding mathematics into all activities they engage in.

## What the setting needs to do to improve further

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

- review the organisation of resources so children have opportunities to practise their early writing during everyday activities
- improve opportunities for children to recognise numbers in everyday routines, activities and resources.

### Inspection activities

- The inspector talked to representatives from the committee and to the manager about the service and how they are driving forward improvements.
- The inspector sampled some safeguarding policies and procedures, and risk assessment records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents about their views on the service that they receive.

### Inspector

Sara Garrity

## Inspection findings

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

Staff provide the children with an exciting selection of activities and resources which are set out and packed away daily. Staff use observations, assessment and children's interests well to plan for the next steps in their learning. This means children make good progress in relation to their starting points. Staff plan the environment well to enable children to make good choices in their play. Children have ample space to play in, for example, as they decide how to build the tallest tower using the large construction blocks. Staff ask children skilful questions and introduce new vocabulary during conversations, which supports children's communication and language development. The staff enable children to investigate and experience the outdoor environment. This supports them as they learn about the world around them and practise their physical skills. Children have opportunities to borrow resources from the provision to support and extend their learning at home. Partnerships with parents and carers are strong due to the regular exchange of information both verbally and in writing.

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

The extremely nurturing staff spend time with parents and their children when they first start, which helps them to find out about the children's individual care routines. Staff significantly promote children's personal, social and emotional development very effectively. The exceptionally strong bond children develop with their key person helps them feel very secure. This means that children have a special person to give cuddles and reassurance when needed. The extremely experienced staff support children to be independent. Therefore, children thrive, showing very high levels of confidence in their abilities. They dress themselves to play outside, take themselves to the toilet and wash their hands. These important life skills prepare children for the next stages in their learning and school. Staff follow excellent procedures to keep children safe throughout all routines and activities. Children enthusiastically learn about healthy lifestyles, including the need for exercise and eating healthy food.

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

Leadership and management of the pre-school is strong. The robust recruitment procedure ensures staff are suitable with the qualifications and skills to promote children's learning and welfare. The manager and staff use staff supervision meetings well to identify training needs. This ensures staff continually improve their knowledge to effectively support children's development. The manager thoroughly monitors children's development and progress, enabling staff to note any learning gaps to address. Staff have very strong links with the local schools and, when relevant, they work closely with other professionals. This ensures staff meet the needs of all children and their families.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | 127766                        |
| <b>Local authority</b>             | Kent                          |
| <b>Inspection number</b>           | 836254                        |
| <b>Type of provision</b>           | Sessional provision           |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 2 - 8                         |
| <b>Total number of places</b>      | 24                            |
| <b>Number of children on roll</b>  | 22                            |
| <b>Name of provider</b>            | Westbere Pre-School Committee |
| <b>Date of previous inspection</b> | 10 January 2011               |
| <b>Telephone number</b>            | 07703 752378                  |

Westbere Preschool registered in 1975 and is managed by a parent committee. It operates from the village hall in Westbere, near Canterbury, Kent. The pre-school operates each weekday during term time only. It is open on Monday and Wednesday from 9.15am to 2.45pm and on Tuesday, Thursday and Friday from 9.15am to 12.15pm, with an optional lunch club on Fridays. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The committee employs three members of staff, all of whom have appropriate early years qualifications at Level 2 or above.

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