

Staple Pre-School

The Village Hall, Mill Road, Staple, Canterbury, Kent, CT3 1LB



Inspection date

8 June 2015

Previous inspection date

15 June 2010

| 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

- Children have exciting and stimulating learning resources and activities to help them make progress across all areas of learning.
- Staff use observations, assessments and children's interests to plan for their next steps in their learning. This means they make good developmental progress in relation to their starting points.
- The management and staff have a good understanding of safeguarding matters and carry out robust risk assessments and review policies and procedures. This helps to ensure they keep children safe at all times.
- Children benefit from daily opportunities to play and learn in the fresh air as they explore the outdoor play area. This fully promotes their physical well-being.
- Staff demonstrate a strong commitment to improving their own practice through attending regular meetings and by identifying relevant training courses to attend. Their training enables them to have a secure understanding of the purpose of the activities they provide. This enables them to meet the needs and interests of all children.

It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities or play experiences to develop and use their early writing skills.
- Staff sit and hold interesting conversations with children at mealtimes. However, they do not always make effective use of these times to extend children's learning.

What the setting needs to do to improve further

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

- continue to revise the procedure and practice at lunchtime to ensure that it is a positive learning experience for all children
- revise the organisation of resources so children have opportunities to practise their early writing during everyday activities.

Inspection activities

- The inspector sampled documentation including the safeguarding policies and procedures and risk assessment records.
- The inspector had discussions with the chairperson and manager.
- The inspector held discussions with staff regarding individual children's development and welfare needs.
- The inspector undertook joint observations with the manager.
- The inspector took account of the views of parents and grandparents spoken to on the day.

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 offer children a wide range of activities that challenge and interest them. This means that children enjoy learning through play and achieve good progress. Staff make good use of skilful questions and reinforce words with actions to support children's communication and language development. They use dual language signs effectively to provide children with an environment rich in print. Staff help children learn how to take turns, encouraging them to wait for friends to move before they go down the slide. Children interact well and learn to socialise, for example, as they march in line with friends, sing nursery rhymes and play instruments. Children learn to appreciate books and develop early reading skills. They are able to look at a variety of picture and storybooks and listen to stories read by staff. This helps them to develop an interest in literacy. Staff extend children's learning further. Staff encourage them to predict what will happen next in the story, as well as name shapes and count. Consequently, staff support children to develop their mathematical skills and knowledge. Staff share information daily through written and verbal feedback that helps to ensure parents are aware of how their child has been during the day and their achievements.

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

Staff spend time with parents and their children at the initial visits, which helps them to find out about the children's individual care routines. Children form close relationships with their key person. Therefore, children are confident and learn how to become self-reliant. Staff promote children's personal, social and emotional development effectively. For example, older children use the toilet independently and all children are encouraged to pour their own drinks at snack time. Staff support children to learn about how to have a healthy lifestyle. Parents receive detailed information regarding healthy lunch boxes and how to support their child to prepare for school. Close links with other professionals help to ensure that children are ready for the next stage in their lives and move to school.

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

The leaders and managers have a strong commitment to developing the pre-school and effectively target plans for the future. Recommendations from the previous inspection have been achieved, which demonstrates a strong commitment to improving the service the pre-school provides. All staff are confident with child protection procedures and their role in keeping children safe and secure at all times. The management has put in place a robust system for recruitment and suitability checks. The staff team works closely together and staff deploy themselves well during the day to meet the needs of children. Parents and grandparents state that they are extremely happy with the service provided and that staff are very caring and effectively meet the needs of their children.

Setting details

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| Unique reference number | 127634 |
| Local authority | Kent |
| Inspection number | 836248 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 28 |
| Name of provider | Staple Pre-School Committee |
| Date of previous inspection | 15 June 2010 |
| Telephone number | 07816 841429 |

Staple Pre-School registered in 1998 and is managed by a committee. It operates from the village hall in Staple, near Canterbury, Kent. The pre-school operates each weekday, term time only. It is open on Monday and Tuesday from 9.15am to 2.45pm and Wednesday to Friday from 9.15am to 12.12pm, with an optional lunch club each day. The pre-school is in receipt of funding for the provision of early years pupil premium and free early education for three- and four-year-old children. They support children who have special educational needs and/or disabilities and children who speak English as an additional language. The committee employs six staff, of whom three hold appropriate early years qualifications at level 2 or above.

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