

Capel-le-Ferne Pre-School

Capel Village Hall, Lancaster Avenue, Capel-le-Ferne, Folkestone, Kent, CT18 7LX



Inspection date

10 July 2015

Previous inspection date

11 February 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

- Staff maintain good relationships with all children. The children are happy and confident. Staff meet children's individual needs well and effectively support their well-being.
- Staff have good partnerships with parents. They actively involve them regularly in a variety of ways to ensure that they feel fully included and informed about their children's learning and development.
- Staff support all children to develop future life skills. Consequently, children develop good social and independence skills, which prepare them well for school.
- Staff have a good knowledge of safeguarding and child protection procedures. They ensure staff are knowledgeable and understand how to protect children's welfare, to help children remain safe.
- Staff use the local environment and community effectively to extend all children's learning and experiences. Therefore, children develop their interest of the world.
- Management monitors and tracks children's progress well and ensures staff plan for individual children's next steps in learning. All children make good progress in their learning and development as a result.

It is not yet outstanding because:

- Staff do not always make the most of all areas of the environment to further extend children's early letter recognition.
- Staff occasionally miss opportunities for children to further develop knowledge that their achievements are valued.

What the setting needs to do to improve further

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

- extend opportunities for children to continue with their early letter recognition in the environment
- improve opportunities for children to further develop knowledge that their achievements are valued.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the pre-school that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, and policies and procedures.
- The inspector spoke to children and staff, gathered parents' views and considered these.

Inspector

Kelly Hawkins

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 engaging activities to motivate children's learning and development in all learning areas. Children independently choose activities with confidence. Staff join in their play to extend children's learning well. For example, during role play, children act out their first-hand experiences and staff join in, making links to the real world and extending their ideas. Staff use a variety of techniques to develop children's speaking and listening skills. For example, staff use thought-provoking questions to encourage and challenge children's thinking and problem-solving skills. Staff engage all parents regularly in their children's learning. For example, they encourage them to contribute to their children's learning journeys and invite them in for events. Parents speak highly of the communication staff provide and their level of involvement.

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

Staff maintain good relationships with children because they recognise and respond to children's individual needs. As a result, children arrive happy and settle quickly to activities. Staff help children develop good physical skills and plan activities that contribute to a healthy lifestyle. For example, children negotiate space and develop their coordination on a large and small scale. Children have a sense of empathy towards others and kindly offer their reassurance and words of encouragement. Staff establish relationships with other professionals and make links with local schools. They visit schools and share children's learning and development. This provides consistency of care and learning. Children develop independence and social skills that they will need for their move to school.

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

Management effectively monitors and reviews the provision on a regular basis. It carries out risk assessments so the pre-school is safe and secure. Management makes positive changes to improve the learning environment and the quality of teaching for children. Management completes audits and, with parent and staff input, it has made the garden more easily accessible for all children, to promote healthy lifestyles. Management follows thorough procedures to ensure the suitability of all staff. It supports staff's professional development well through observations, meetings and training to enhance staff's skills. This has a positive impact on the learning outcomes for all children, who are motivated by the introduction of new ideas. Management accurately monitors children's progress to help to ensure any gaps in children's development are closing. All children, including those with additional needs, make good progress in their learning and development.

Setting details

Unique reference number	EY306428
Local authority	Kent
Inspection number	827911
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	13
Name of provider	Alison Cloake
Date of previous inspection	11 February 2010
Telephone number	07977 838609

Capel-le-Ferne Pre-School is a privately owned group. It opened in 1968 and operates from the main hall in the village hall in the centre of the village in Folkestone, Kent. The pre-school is open each Monday, Wednesday and Friday from 8am to 12.30pm, and Thursday from 8am to 2.30pm. The pre-school receives early education funding for two-, three- and four-year-olds. The pre-school employs three staff, two of whom hold appropriate early years qualifications.

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