

# Harrietsham Pre-School

Harrietsham Church of England Primary School, West Street, Harrietsham,  
MAIDSTONE, Kent, ME17 1JZ



<b>Inspection date</b>	14 July 2015
Previous inspection date	15 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Staff have an excellent partnership with parents. They regularly exchange information about their children's learning and care. This helps to ensure that parents are aware of their children's development and allows for good opportunities for home learning.
- Staff provide a well-resourced, friendly environment for the children. They have easy access to very wide range of toys both indoors and outdoors that support their learning, independence and learning well.
- Staff form warm and caring relationships with all the children. As a result, children settle quickly and develop secure emotional attachments with their key person and staff.
- Staff effectively deploy themselves indoors and out. This means that children are well supervised and adults are on hand to support them at all times.
- The manager has a comprehensive set of policies, which she shares with the parents. This allows parents to develop an understanding of the ethos and practice of the nursery.

### It is not yet outstanding because:

- Staff do not always strengthen children's understanding of mathematical concepts. For example, by using snack time and water play to promote volume.
- The manager does not always use opportunities when monitoring staff practice to ensure that the teaching is thoroughly focussed, particularly during planned activities. This does not always enable the teaching to develop from good to outstanding to allow children to make rapid progress in their learning.

## What the setting needs to do to improve further

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

- enhance further opportunities for the children to develop their mathematical language and skills in the environment and during routine activities
- continue to monitor the quality of teaching to ensure good teaching develops to enable children to make rapid progress in their learning.

### Inspection activities

- The inspector observed activities and the quality of teaching inside and in the outdoor play area.
- 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 form and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- 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**

Staff have a good knowledge of the children. They use this to provide a wide range of activities that meet their interests and promote their learning and development across all areas. As a result, children make good progress from their starting points. Children develop good language and communication skills because staff adapt their language to meet the requirements of the individual children. For example, during the inspection staff labelled actions and resources for the younger children and encouraged older children to use more complex sentences. Staff ensure that children have ample experiences to develop their early mark making skills with writing opportunities in every area the children access. Children enjoy reading books and the staff expand their knowledge of early reading as they point to the words, allowing children to make good progress in literacy.

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

Staff have excellent methods for supporting children when moving to school. For example, they use discussions about the new colours of school jumpers and similarities and differences between the nursery and pictures of their new classroom. This reassures and supports the children, resulting in a smooth move to school. Staff ensure that children follow excellent hygiene procedures, which strengthens children's understanding of how to look after themselves and promotes independence. Children have excellent opportunities to develop their physical skills and begin to understand how to manage their own risks as they play in the well-resourced outdoor area with the older children. Staff support children to understand the natural world. For instance, they watch caterpillars develop into butterflies and observe the changes as seeds grow into sunflowers. Staff have excellent links with the local authority to support children with special educational needs and/or disabilities. They prepare the environment and routines to meet children's individual needs.

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

The manager is motivated and regularly encourages her staff, parents and committee to reflect on the nursery's practice while updating them on any changes. She is aware of the strengths, physical development and areas of improvement, having plans to develop the information technology to allow children to interact with newer equipment. The manager has a comprehensive induction and supervision procedure. This enables staff to receive support in order to meet the needs of the children. For example, staff attend regular training which is then cascaded to all the staff. Following training, staff have reviewed their key-person practice to ensure that two-year-old children have plenty of emotional care when they start at the nursery. The manager monitors and tracks children's progress ensuring they receive effective support to make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY340143
<b>Local authority</b>	Kent
<b>Inspection number</b>	827464
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Harrietsham Pre-School Committee
<b>Date of previous inspection</b>	15 May 2009
<b>Telephone number</b>	01622851819

Harrietsham Pre-School registered in 2006 and operates in Harrietsham, Kent. It is located in the grounds of a local school and works closely with the school. The pre-school is open each weekday during term times from 9am to 3pm on Monday, Tuesday, Thursday and Friday, and from 9am to 12 noon on Wednesday. There are seven members of staff, all of whom hold early years qualifications. The pre-school is in receipt of funding for the provision of free early years education for two-, three- and four-year old children. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

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