

Crockenhill Pre-School

Crockenhill Village Hall, Stones Cross Road, SWANLEY, Kent, BR8 8LT



Inspection date

14 September 2015

Previous inspection date

23 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Managers and staff are all qualified and work together very effectively. They know the children well and plan activities to challenge and extend their abilities. As a result, all children make good progress.
- The managers are very caring and involved. Staff know the children, families and the community well. Therefore, children's learning, emotional and physical needs are met well.
- The managers and staff support disabled children and those who have special educational needs effectively. Therefore, children are able to join in and make good progress from their starting points.
- Children learn to appreciate the increasingly diverse nature of their pre-school. They explore a wide range of different cultures and celebrate various festivals. They learn about equality with good-quality resources and activities. This means children learn to respect each other and embrace similarities and differences.
- Managers and staff have made good improvements to the quality of teaching and have raised the standards for children. This helps to promote positive outcomes for children.

It is not yet outstanding because:

- The managers have not fully considered ways to seek parents' views to contribute to the self-evaluation process.
- Opportunities for children to become further involved in the planning and preparation of activities are missed.

What the setting needs to do to improve further

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

- strengthen ways to further include the parents' views in the self-evaluation process
- review the range of opportunities children have in planning and preparing activities to extend their independence skills.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and the provider.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Zalihe Mehmet-Emin

Inspection findings

Effectiveness of the leadership and management is good

The managers have made good progress since their last inspection. They monitor and supervise staff practice and the quality of teaching regularly. Staff are set challenging targets and attend training courses to extend their knowledge and skills. This helps to improve outcomes for children. The manager's effective use of self-evaluation to drive improvements and monitor the provision helps to ensure that children have good learning opportunities. For example, staff provide more gardening activities outdoors to help children, especially boys, complete tasks with their hands. Safeguarding is effective. Thorough recruitment procedures ensure that staff are suitable to work with children and have a good awareness of how to keep children safe and ensure their welfare.

Quality of teaching, learning and assessment is good

Staff provide a wide range of good quality teaching experiences. They thread learning through activities that children choose. As a result, children quickly become engrossed in their play and are keen learners. Effective deployment of staff enables them to be readily available to support children in order to guide and extend their learning. Staff develop children's basic skills in mathematics. For example, as children build with bricks, staff encourage them to count and understand simple positional language. Observations and progress reports help staff keep a close check on what children can do. Therefore, staff quickly recognise when a child is not achieving as well as expected and provide them with the support they need. Working together with parents and linking interventions from early years professionals help to make a good contribution to improving children's achievements.

Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. Staff ensure that there are good settling-in arrangements, which helps children to quickly form close relationships with their key person. Therefore, children settle easily and are emotionally secure and ready to learn. Staff support children's health and physical well-being effectively. Children spend plenty of time outdoors. They enjoy helping staff to grow a wide variety of foods and plants in the garden, which they help to care for and water. Children cook in the mud kitchen, listen to stories and play on various wheeled toys. Staff talk to the children in a calm and respectful manner. This helps children to understand how to manage their own behaviour and to make friends. As a result, children play cooperatively together, are socially confident, and ready for their move to school.

Outcomes for children are good

All children, including disabled children and those who have special educational needs, make good progress in relation to their starting points. Staff prepare children well for their next stage in learning by supporting them to become confident communicators and encouraging their independence. As a result, all children are ready for the next stage of

their learning and the move to school.

Setting details

Unique reference number	127132
Local authority	Kent
Inspection number	992609
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	18
Name of provider	Iris Waterton
Date of previous inspection	23 September 2014
Telephone number	07958 223309

Crockenhill Pre-school registered in 1982. It operates from a large hall and one other room in Crockenhill Village Hall near Swanley, Kent. The pre-school is open each weekday from 9.15am to 11.45am for 38 weeks of the year. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school employs seven members of staff. All of the staff, including the managers, hold appropriate early years qualifications. Both of the managers have early years degrees. The owner holds Qualified Teacher Status.

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