

Fawkham Pre-School

Kent Down House, Scudders Hill, Fawkham, Longfield, Kent, DA3 8PA



Inspection date	16 October 2015
Previous inspection date	11 May 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching across the pre-school is outstanding. Staff thoroughly assess children's progress and provide an excellent range of learning experiences for children. Children make rapid progress in their learning and development.
- Staff provide a rich and highly stimulating environment, which engages and motivates children to learn, both indoors and outdoors. Children have excellent opportunities to be independent and initiate their own play and ideas.
- Staff provide fantastic support for children's well-being. They meet children's emotional needs very well. Children develop high levels of self-esteem and confidently celebrate their achievements and those of others.
- Parents are very positive about the pre-school. Staff keep parents well informed about the progress of their children and provide ideas to support their learning at home. This highly effective partnership promotes continuity in children's learning.
- The manager and staff constantly and effectively evaluate their practice and provision. They identify and make targeted improvements, valuing the views of parents and children.

What the setting needs to do to improve further

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

- increase opportunities for children to access a wide range of technology resources in their play.

Inspection activities

- The inspector observed the interactions between staff and children during play activities.
- The inspector held discussions with the manager, staff and children at convenient times throughout the inspection.
- The inspector sampled a range of documentation, including children's learning records, suitability of staff, policies and procedures.
- The inspector spoke with parents and considered their views.
- The inspector viewed the pre-school's self-evaluation and discussed this with the manager.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and staff have an excellent understanding of their roles and responsibilities. They observe and monitor children's progress extremely well to identify gaps in their learning. Staff plan exceptionally well and work closely with other professionals and parents to ensure gaps close quickly. Safeguarding is effective. The manager and staff have extensive knowledge about safeguarding procedures and attend regular training. This helps to promote children's safety and welfare. The manager has very high expectations of staff and children. She provides excellent opportunities for in-house training and staff to share their skills and knowledge. This helps to increase staff's teaching skills effectively. For example, staff assess and promote children's language and communication skills extremely effectively.

Quality of teaching, learning and assessment is outstanding

The manager and staff provide a highly welcoming and inspiring environment. Children enjoy their time in the pre-school and are very excited to learn and explore. Staff plan activities linked directly to children's interests and stages of development. Children show determination as staff support their learning and encourage them to think. For example, children enjoy digging, planting and learning about where wheat comes from. Staff are very skilful to ask children good quality questions as they play to challenge their thinking and understanding. For example, staff encourage children to predict how they will make a road, and test out their ideas. Furthermore, staff inspire children to keep trying and to explore with other methods. Staff help children to develop excellent literacy skills. Children recognise and begin to write their names on pictures. Children develop mathematical concepts during their play; for example, counting and early calculation. Children develop an exceptional understanding of the world. However, children do not always have regular access to a wide range of technology resources.

Personal development, behaviour and welfare are outstanding

Staff know the children exceptionally well. Children settle in quickly on arrival and staff know how to involve them so they become deeply engaged in activities. Children develop excellent social skills. They help each other and share resources. For example, when exploring with natural resources, they confidently passed objects to each other. Children demonstrate exceptionally positive behaviour, good manners and kindness towards each other. Staff are excellent role models. They teach children the importance of keeping safe and healthy. Children enjoy a wide variety of outdoor learning experiences with the opportunity for fresh air and exercise.

Outcomes for children are outstanding

Children make excellent progress in their learning and development in relation to their starting points. They gain a wide range of skills they need to support their next stage in learning and move on to school.

Setting details

Unique reference number	EY313734
Local authority	Kent
Inspection number	827217
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	10
Number of children on roll	9
Name of provider	Susan Carol Douglas Baddeley
Date of previous inspection	11 May 2009
Telephone number	07442507479

Fawkham Pre-School registered in 2005. The pre-school is open Monday, Tuesday, Wednesday and Friday from 9am to 1pm, during school term time. There are three members of staff who hold childcare qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged three and four years.

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