

Twyford Pre-School

Lyngs Close, Yalding, Maidstone, Kent, ME18 6JT



Inspection date	9 February 2016
Previous inspection date	27 February 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	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

- Staff provide children with a variety of activities and toys to motivate and engage them.
- The manager and staff track children's progress successfully to identify any gaps in their learning. Staff observe and assess children's development to provide further activities to move them forward in their learning. Children make good progress.
- Children are happy and build good relationships with staff and each other. The effective key-person approach helps children to settle and become confident in their play.
- Partnerships with parents are very good. Staff share children's progress with parents regularly and keep parents informed about the pre-school activities. Parents give positive feedback about the pre-school and their children's development.
- Staff teach children about healthy lifestyles. For example, children have daily opportunities for fresh air and are involved in preparing healthy foods for snack time.
- The manager has a clear recruitment process to ensure the suitability of all staff. The manager mentors and supports new staff well when they start and provides ongoing monitoring of all staff's practice.

It is not yet outstanding because:

- The manager has not fully considered how to organise some group times to keep all children fully engaged, particularly the younger children.
- Staff do not always recognise opportunities to extend children's mathematical understanding within their play.

What the setting needs to do to improve further

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

- strengthen the organisation of group activities to further involve all those taking part to help extend their learning, particularly for the younger children
- develop more opportunities for children to increase their mathematical knowledge and understanding.

Inspection activities

- The inspector observed staff interacting with the children indoors and outside.
- The inspector spoke to the manager at convenient times during the inspection.
- The inspector carried out a joint observation with the supervisor.
- The inspector spoke to parents to gain their feedback.
- The inspector looked at a sample of policy documents, children's progress files and staff records.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The manager has worked hard since the last inspection to improve the quality of teaching for children. She has worked closely with the local authority and has met all previous actions and recommendations. For example, staff receive regular monitoring to discuss any weaknesses in their practice and to identify further training opportunities. The manager seeks the views of parents and staff in evaluating the effectiveness of the pre-school. Staff plan and review activities together and extend their knowledge jointly; for example, they take responsibility for different areas of learning. Safeguarding is effective. Staff have a clear understanding of the importance of protecting children and know the process to follow if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Children enjoy exploring a range of activities to increase their knowledge of the world. For example, they explore mud, use magnifying glasses outside, and learn about maps and travel when pretending to be at an airport. Staff use the community to broaden children's knowledge further; for example, they visit the village church and the local forge. Children learn new vocabulary during group times. Staff extend children's communication well, such as when recounting previous events and learning new words, such as 'precious' and 'tweezers'.

Personal development, behaviour and welfare are good

Staff know the children well and offer individual support, such as home visits and specific settling-in patterns to meet their needs. Children learn the pre-school's rules. For example, staff explain to them about walking indoors to avoid accidents. Children show an understanding of the pre-school's routines, such as when they sing a song to share out the cups for snack time. Staff provide good emotional support to children. For example, they encourage children to talk about their homes and families, and give praise to children when they share toys and tidy up successfully.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. They are confident communicators and have good levels of independence. Children learn to become confident physically and how to manage their own safety. For example, staff support children to climb safely on the climbing wall and show them how to use scissors and tools with the dough. The staff build positive links with local schools to help children prepare for the next stage in their learning.

Setting details

Unique reference number	127736
Local authority	Kent
Inspection number	1008488
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Twyford Pre-School Committee
Date of previous inspection	27 February 2015
Telephone number	07970981794

Twyford Pre-School opened in 1960 and operates from the village hall in Yalding, Kent. Sessions are from 9.15am until 12.15pm on Monday to Friday and from 12.30pm until 3.30pm on Thursday afternoon. The pre-school receives funding to provide free early education for children aged two, three and four years. There are seven members of staff working with the children, five of whom have appropriate early years qualifications.

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