

# Shorne Village Pre-School

Village Hall, The Street, Shorne, Gravesend, Kent, DA12 3EA



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 12 February 2016 |
| Previous inspection date | 9 March 2011     |

| <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        |
| 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

- Children are happy, settled and confident. Staff form good attachments with children, spending time to get to know them well.
- Staff have good relationships with parents. They encourage parents' involvement in the pre-school and keep them well informed about their children's care and learning. Parents speak highly of the pre-school and the progress that their children make.
- Staff challenge children to be independent learners and praise them for their efforts. They are good role models and speak calmly to the children, helping them to behave well. Staff support children successfully in making good progress in their learning.
- Staff promote children's communication and language skills well. For example, they engage children in effective conversations, encouraging them to listen to each other. This helps children to form friendships, share and take turns.
- The managers have good relationships with other professionals and schools. This has helped them to develop effective activities to better prepare children for school.

### It is not yet outstanding because:

- Staff do not always use every opportunity to engage boys in learning. Boys sometimes lose concentration and become distracted.
- Staff do not always plan group activities effectively to ensure that they fully engage and suit the children taking part.

## 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 suit the needs of all children more effectively
- develop further the range of activities that engage and interest boys.

### Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team and sampled a range of documentation, including policies and procedures, risk assessments, self-evaluation and children's development records.
- The inspector spoke to staff during the inspection.
- The inspector spoke to parents and took account of their views.

### Inspector

Cher Walker-Moore

## Inspection findings

### Effectiveness of the leadership and management is good

The managers self-evaluate effectively and make changes to drive improvement within the pre-school. They use robust systems to recruit staff and support their ongoing development. This includes involving staff more in monitoring one another's practice to help them continually improve children's experiences. Safeguarding is effective. Managers and staff have a good understanding of child protection issues and the policies and procedures to ensure the safety and well-being of children. The managers have good relationships with other professionals, which helps them to meet children's individual needs successfully.

### Quality of teaching, learning and assessment is good

Staff use their experience and knowledge effectively to support children with their next steps for learning. They track children's progress and plan activities well to help them move forward. Staff share information with parents daily to involve them closely in their children's development. Staff engage very well with the children, asking useful questions and encouraging their language and communication skills successfully. For example, staff give children time to think and reply to questions. They listen attentively to what children say. Staff promote mathematics well. This includes using counting and mathematical language, such as 'big' and 'bigger', frequently during activities.

### Personal development, behaviour and welfare are good

The key-person system is effective in helping children to build strong attachments with one another. Children are polite and well mannered, and develop good self-esteem. Staff encourage and praise children regularly for their achievements. Children have good opportunities to expand their physical development through a range of activities, such as ball games in the hall. Staff manage children's behaviour effectively and use successful methods to distract them from inappropriate behaviour. Children develop good independence skills. For example, they make choices and cut up their own fruit at snack time.

### Outcomes for children are good

Children achieve well. They learn important skills for school, such as how to solve problems and to try again if they do not succeed. They develop confidence and learn about shapes and colours, for example, as they engage in creative activities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 127541  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 825430  |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 30  |
| <b>Number of children on roll</b>  | 60  |
| <b>Name of provider</b>            | Shorne Village Pre-School (Kent) LLP  |
| <b>Date of previous inspection</b> | 9 March 2011  |
| <b>Telephone number</b>            | 01474 823315  |

Shorne Village Pre-school registered in 1991. It is located in the village of Shorne, Kent. The pre-school operates during term time only. It is open on Monday, Thursday and Friday from 9am to 3.15pm and on Tuesday and Wednesday from 9am to 12.45pm. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs eight staff; of these, one holds a qualification at level 4, six hold qualifications at level 3 and one member of staff holds a qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

