

Teynham Community Pre-School

Station Road, Teynham, Sittingbourne, Kent, ME9 9BQ



Inspection date	19 April 2016
Previous inspection date	10 June 2011

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 manager has an excellent understanding of her responsibilities. She has highly effective processes for monitoring and supporting staff practice. For example, she provides regular staff meetings, supervision and training. This promotes exceptional outcomes for children.
- The manager has rigorous monitoring systems. She swiftly identifies any gaps in learning and works with staff to provide support to help children catch up. They use additional funding to support children's individual needs efficiently.
- Staff provide exceptional opportunities to involve parents in their children's learning. For instance, they hold termly meetings, daily discussions, send texts and update the website. This helps parents to continue children's learning at home. Children are prepared for the next stage in their learning extremely well.
- Children are very confident and highly motivated to learn. They make consistently high rates of progress from their starting points. Children form excellent relationships with staff, which helps to support their emotional well-being exceptionally well.
- The manager forms highly effective partnerships with other settings that children attend. For example, she makes initial telephone calls, shares books with children's progress and has 'pen-pal' links. This helps to support a very consistent approach to meeting children's development and care needs.

What the setting needs to do to improve further

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

- strengthen opportunities to develop children's understanding of healthy lifestyles further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She viewed a range of documentation including children's records and monitoring systems.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager works exceptionally well with the committee members. They have highly effective processes to target improvements and maintain the high quality provision. The manager efficiently uses the views of parents, staff and other professionals in the evaluation process. Safeguarding is effective. Staff have an excellent understanding of current safeguarding practice. They have an exceptional knowledge of the signs that would cause them concern about a child's welfare and the processes to follow. This helps to keep children safe from harm. The manager completes very thorough risk assessments of the environment. This helps children to play safely in their environment.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is outstanding. Staff consistently challenge and extend children's development. They ask skilful questions to encourage children to think for themselves and extend their learning. For example, when children find a flower, staff ask them what sort of flower it is. Staff expertly extend children's learning and continue to talk about what the flower becomes. Children remember that the flowers on the tree are blossom and that they will eventually produce fruit. This deep level of conversation successfully builds on children's interests and develops their understanding of the world further. Staff provide a very strong focus on supporting children's communication and language, and literacy skills. For instance, they read to the children using excellent expression, linking stories to the children's experiences and objects around the room. Children excitedly join in and fully engage in their learning.

Personal development, behaviour and welfare are outstanding

Children form very secure attachments and positive relationships with staff. For example, staff sensitively support new children settling in, providing them with reassurance and comfort to effectively meet their specific needs. Staff offer excellent opportunities for children to learn about each other and diversity. For instance, there is a 'community board' display and resources reflecting children's different backgrounds. This encourages children to respect and value each other's differences. Children's behaviour is exemplary.

Outcomes for children are outstanding

Children make rapid progress and are extremely well prepared for their move to school. They develop excellent independent skills. For example, they prepare their own snack, serve cereals, pour milk and peel fruit. However, occasionally, staff do not make the most of opportunities to develop children's growing understanding of healthy lifestyles further. Children progress their physical development very well. For example, they enthusiastically explore the large outside space on bikes and trikes.

Setting details

Unique reference number	127676
Local authority	Kent
Inspection number	825439
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	58
Name of provider	Teynham Community Pre School Committee
Date of previous inspection	10 June 2011
Telephone number	01795 522004

Teynham Community Pre-School registered in 1993. It is situated in Teynham, Kent. The pre-school offers care from 8.50am to 3pm on Monday, Tuesday, Thursday and Friday, and from 8.50am to midday on Wednesdays. The provider receives funding to provide for free early education for children aged two, three and four years. There are eight members of staff, seven of whom hold relevant childcare qualifications.

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