

Rough Common Pre-School

Village Hall, 137 Rough Common Road, Canterbury, CT2 9BS

Inspection date	10 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 develop excellent partnerships with parents. Parents enjoy the opportunity to be involved in their children's learning and share regular feedback with staff.
- Staff provide children with special educational needs with good support. Their comprehensive knowledge of each child's individual needs enables them to make sure each child makes good progress.
- Staff carefully plan activities and provide a good and purposeful learning environment for children. Children are busy and well supported to explore and engage in activities of their choosing. For example, they enjoy playing and exploring in the mud and digging area in the garden and making 'cakes' with playdough.
- All children make at least good progress in their learning and development from their starting points. Staff track children's learning well. Their knowledge of children's interests helps them to provide activities to keep children motivated and keen to learn.
- Staff receive good support to develop their skills. For example, they attended training and had professional discussions together as a team to develop the support children receive in improving their mathematical skills.

It is not yet outstanding because:

- Sometimes, staff do not always support children to complete all tasks for themselves.
- Sometimes support for children who are learning English as an additional language does not always encourage them to fully engage during activities.

What the setting needs to do to improve further

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

- develop the support for children to learn to be more independent and complete tasks for themselves
- extend the support for children who learn English as an additional language to help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching inside and outside and assessed the impact on children's learning.
- The inspector completed a joint observation with the owner.
- The inspector held a meeting with the leadership team.
- The inspector spoke to parents, staff and children where appropriate.
- The inspector looked at relevant documents, such as children's learning records, staff training certificates, and policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The leadership team monitors and tracks children's learning well. It makes good use of the information it gains to provide individual support for children. For example, it plans staff development opportunities to ensure children receive help they need. The team has a good knowledge of its strengths and areas for improvement and, for instance, the members work well together to reflect well on their practice. Safeguarding is effective. Staff understand their responsibility to keep children safe and know what to do if they have concerns about children's welfare. Staff have good relationships with other professionals involved in children's care and learning. For example, they share comprehensive information to consistently support children's learning and well-being.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how to promote children's learning and development. They regularly observe children to support their understanding of their individual stages of development. Children's literacy is well supported. For example, staff skilfully use opportunities to bring children's attention to rhyming words and writing in the room. Staff encourage children to think for themselves and help them to consider what they could do next. Children receive good support to develop their communication and language skills. For instance, staff provide good explanations about how toys can be used and support children using sign language.

Personal development, behaviour and welfare are good

Children settle well and receive good support to develop good emotional well-being. For example, they ensure that children are fully aware of what is going to happen next and talk to them about how they and others are feeling. Staff encourage children to behave well. For example, they help children with positive ways of taking turns and sharing. Staff effectively support children's understanding of being healthy throughout the day. They encourage good discussions about what types of foods are good for them and promote good personal hygiene routines. Children learn to keep themselves safe, for instance, by taking part in regular emergency evacuations.

Outcomes for children are good

Children make good progress in their learning and development. They are eager to explore and have positive attitudes towards learning. Children learn to listen to each other and are confident to share their ideas during group times. For example, they are encouraged to take it in turns to speak. Children have positive social experiences; for instance, they enjoy eating lunch together and also individual time with the member of staff who cares for them. Children develop a good range of skills to help them be well prepared for starting school.

Setting details

Unique reference number	EY479989
Local authority	Kent
Inspection number	988116
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	25
Number of children on roll	36
Name of provider	Rough Common Pre-School Limited
Date of previous inspection	Not applicable
Telephone number	07519 542054

Rough Common Pre-School registered in 2014 and is in Rough Common, near Canterbury. The pre-school is open from 9.10am to 2.30pm every weekday except Wednesdays, during term time only. There are nine members of staff, five of whom hold appropriate early years qualifications; one member of staff holds qualified teacher status. The nursery receives funding for free early years education for children aged two, three and four years.

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