

# Marden Pre - School Playgroup

Memorial Hall, Goudhurst Road, Marden, Tonbridge, Kent, TN12 9JX



<b>Inspection date</b>	24 May 2016
Previous inspection date	30 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team makes effective use of self-evaluation and accurately reflects on the practice. The manager and staff have implemented a number of changes that have successfully improved the quality of the pre-school and outcomes for children.
- Staff use their knowledge of children well to provide a broad range of resources and activities that encourage their motivation. For example, toys are easily accessible by all children and this enables them to make choices and follow their own interests. Children make good progress from their individual starting points.
- The manager and staff monitor children's progress well to identify any gaps in their learning. They effectively work with other early years professionals to provide support to help all children make better progress.
- Children develop close bonds and secure attachments with the staff. This helps them to be emotionally secure, develop into active learners and have confidence to explore.
- Relationships with parents are good. Staff successfully engage with them in their children's learning. There is a positive regular exchange of information about children's learning and care.

### It is not yet outstanding because:

- At times, staff do not make the best use of all learning opportunities to extend children's early reading and writing skills.
- During some daily routines, such as waiting for lunch, staff do not always ensure that every child is fully engaged and challenged in their learning.

## What the setting needs to do to improve further

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

- build on the good opportunities for children to extend their early literacy skills
- review and improve some daily routines to ensure all children are fully engaged and challenged at all times.

### Inspection activities

- The inspector observed activities and the quality of teaching, both indoors and outdoors.
- The inspector sampled a range of documentation, including children's development records, their self-evaluation form, and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nominated person and manager, and completed a joint observation with the manager.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management ensures all staff are suitable to work with children and have a secure understanding of their role and responsibilities. All staff are aware of how to keep children safe and follow up any concerns about their welfare. For example, the management reviewed security and the risk assessments and improved security. The manager supports and coaches staff to improve their practices and encourages further training. Staff attend a good range of training courses as part of their ongoing professional development to develop their teaching skills. The staff team, with help from the committee and local authority, has successfully addressed the weaknesses found at the previous inspection.

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

Staff have a secure understanding of how to help young children learn. They have a good knowledge of children's interests and next steps in their development. They use the information well to move children forward in their learning. Staff skilfully support children's communication and language development. For example, they repeat key words as children play to extend their vocabulary and engage in positive conversations with the older children. Children have good opportunities to develop their mathematical skills; for instance, staff take every opportunity to develop children's knowledge of counting, weight and size. Staff have good links with the local schools and reception teachers to help prepare children for the move to school.

### Personal development, behaviour and welfare are good

Children learn about the importance of a healthy lifestyle. For example, they enjoy a good choice of food at snack time and staff use books to teach them about nutritious foods. Children benefit from fresh air and exercise, such as moving freely and confidently as they choose to play indoors or outdoors. They gain an understanding of managing risks through activities that encourage them to explore and develop a sense of curiosity. For example, children quickly learn to use the slide and the garden tools safely. Children behave well; for instance, staff positively encourage children to listen to and respect each other. Children play together well and learn to share. For example, children politely ask others if they can use the toys that they are playing with.

### Outcomes for children are good

Children gain the skills they need to prepare them well for the move to school. They engage well with each other and staff, and are eager and motivated learners. Children develop good problem-solving skills as, for example, they decide which tools to use to break into an ice block safely. Children who speak English as an additional language are supported well and make good progress.

## Setting details

<b>Unique reference number</b>	127367
<b>Local authority</b>	Kent
<b>Inspection number</b>	1021208
<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>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Marden Pre - School Playgroup Committee
<b>Registered person unique reference number</b>	RP522616
<b>Date of previous inspection</b>	30 June 2015
<b>Telephone number</b>	01622 832857

Marden Pre-School Playgroup registered in 1969. It operates from the Memorial Hall in Marden, Kent. The pre-school is open each weekday during school term times only, they operate from 8.45am to 11.45am Monday to Friday, and also offer an afternoon session from 11.45am to 2.45pm on a Tuesday and Thursday. The provider receives funding to provide free early education for children aged two, three and four years. There are 11 staff; of these, nine hold relevant early years qualifications at least level 2, including one member of staff who has qualified teacher status.

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 2016

