

Hunton & Linton Pre-school



The Village Hall, West Street, Hunton, Maidstone, Kent, ME15 0RS

Inspection date	24 May 2016
Previous inspection date	23 September 2013

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

- Children form close relationships with staff and show that they feel safe, secure and eager to learn. This helps to support children's emotional well-being.
- Staff work well in partnership with parents to support children's learning. For example, they keep parents well informed of their children's progress and offer suggestions to help extend their learning at home.
- Children make good progress in their learning and development from their starting points. For example, they confidently try new things and learn a wide range of skills to help prepare them for their next stage in learning.
- Staff, overall, provide a broad range of exciting activities that meet children's individual needs and interests effectively.
- The manager uses the setting's self-evaluation systems effectively to help her make continual improvements to the provision. For example, she actively seeks the views of staff, parents and children to help identify where she can improve outcomes for children.

It is not yet outstanding because:

- At times, staff do not make the most of all opportunities to help extend children's learning. For example, while children played outside on bicycles staff encouraged them to create a roadway but then did not build on this further.
- Staff do not always provide a variety of opportunities to help children gain a greater awareness of diversity and differences between themselves and others in the world.

What the setting needs to do to improve further

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

- make greater use of all opportunities to extend on children's learning further
- increase opportunities for children to understand and respect the lives and cultures of people, families and communities beyond their own experiences.

Inspection activities

- The inspector observed activities, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and took account of the views of parents spoken with on the day of the inspection.
- The inspector viewed documentation, including children's records, the pre-school's self-evaluation and evidence of staff suitability checks.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep their safeguarding knowledge up to date and understand their responsibility to keep children safe. They know the procedures to follow if they have any concerns about children's welfare. The manager and staff have made significant improvements since the last inspection. They now make more effective use of their self-evaluation process to help strengthen the quality of the provision. For example, they have undertaken training and improved on how they monitor and assess children's progress. The manager regularly tracks individual and groups of children's progress. This helps to ensure that any gaps in their development are identified and tailored support is provided when necessary. The manager and staff continue to develop their skills. For example, the manager holds individual meetings with staff to help identify how they can improve the quality of their teaching and their practice. For example, following training staff now use more varied ways to extend children's communication and language skills.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's learning, which they use to help plan for their next steps in learning. Staff provide a varied range of activities that motivate children and capture their interests. For example, children talk about creating a pirate ship and staff provide paper, scissors and pencils for children to make their own treasure maps, which they use to hunt for treasure. Staff use this activity well to build on children's awareness of mathematical ideas, such as getting them to count the gems they find. Staff support children's understanding of mathematics well. For example, they encourage children to recognise numbers, shapes, and to explore with size and volume.

Personal development, behaviour and welfare are good

Staff provide a stimulating and nurturing environment. Children develop a good sense of belonging. They develop high levels of self-confidence and independence. For example, they self-register their attendance, make choices in their play and serve themselves water. Staff are positive role models. For example, they effectively support children to learn about the rules and expectations at the pre-school. Children behave well. For example, they learn to share, take turns and help each other. Staff provide lots of encouragement and praise for children's efforts and achievements. This helps to boost children's self-esteem. Children plant seeds and learn about what plants need to grow.

Outcomes for children are good

Children are well prepared for their move on to school. Children are developing good literacy skills. For example, they share books, retell stories and begin to write their name. Children learn about healthy lifestyles. They develop good physical skills. For example, they enjoy using equipment outside to practise their balancing and climbing skills.

Setting details

Unique reference number	127270
Local authority	Kent
Inspection number	1028773
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	29
Number of children on roll	47
Name of registered person	Hunton & Linton Under Fives Playgroup Committee
Registered person unique reference number	RP524319
Date of previous inspection	23 September 2013
Telephone number	01622 820309

Hunton and Linton Pre-school registered in 1985. It operates from the village hall in Hunton, Kent. The pre-school is open each weekday, during term time only. Sessions run from 9.15am to 12.15pm on Monday to Friday, with a lunch club and extended sessions available until 2.45pm on Monday and Thursday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff; of these, six have appropriate early years qualifications at level 3 and one has a qualification at level 6.

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