

# SKIPS Pre-School

The Old Guide Hut, Oldbury Lane, Ightham, Sevenoaks, Kent, TN15 9DE



<b>Inspection date</b>	13 October 2016
Previous inspection date	8 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 know the children well. They plan a range of opportunities which encourage children to be engaged in their learning. Children enjoy solving problems and make good progress.
- Children form close relationships with the staff and other children. Staff sensitively support children's personal needs, which helps children to develop good levels of emotional well-being.
- Parents are fully involved in their children's learning. For example, staff share information regarding children's progress and next steps in learning. They provide parents with suggestions to help them further support their children's learning at home.
- There are good links with the local school. Staff work with other professionals to help support children's individual needs and learning.
- The manager uses self-evaluation well to identify aspects of their practice to improve. She takes account of the views and ideas from staff, parents and children. This helps to target areas to improve and raise outcomes for children further.

### It is not yet outstanding because:

- At times, staff do not help children to develop their understanding of how to use technology to extend their learning further.
- Sometimes, activities are not planned effectively to consistently challenge and extend children's learning.

## What the setting needs to do to improve further

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

- help children extend their understanding about how to use technology to develop their skills and learning further
- improve the organisation of some activities to consistently challenge and extend children's learning.

### Inspection activities

- The inspector observed children in the setting indoors and outdoors.
- The inspector spoke with the manager and staff at appropriate times.
- The inspector took account of the views of parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled and reviewed documents, including safeguarding policies and procedures and children's assessments.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff understand their role to safeguard children and know how to deal with any worries they may have about a child's welfare. This helps to protect children. Staff successfully teach children how to problem solve and manage risks themselves. Safeguarding is effective. The manager provides regular opportunities for staff to receive support. For example, she encourages staff to undertake additional training to develop their knowledge and skills further. This helps to continue to improve the quality of teaching. The manager monitors staff assessments of children's development. Any gaps in learning are quickly recognised. The manager has a clear understanding of her responsibilities, for example, she consistently monitors and evaluates the quality of teaching and practice.

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

Staff provide a wide range of resources and activities for children. Children imaginatively use the water tray to wash their dinosaurs and work out how to move the water from one place to another. Managers and staff successfully help children to develop their awareness of the world around them. For example, children eagerly share information about their family background and contribute to a wall display depicting images of the world they live in. Staff offer children a variety of opportunities to explore and investigate their environment. For example, staff skilfully question children during play to encourage them to make new discoveries.

### Personal development, behaviour and welfare are good

Children learn about good hygiene routines and healthy lifestyles. They have plenty of opportunities to practice and advance their physical skills. For example, children learn about their bodies and the impact of exercise through weekly yoga sessions. Children's behaviour is good and suitable for their age. Staff support children to learn to share and take turns. For example, they encourage children to sort out problems among themselves during play. Staff help children to be independent and they praise their achievements and efforts. For example, they encourage children to successfully locate and put on their shoes before going outside.

### Outcomes for children are good

All children make good progress from their starting points. They develop good communication skills and are eager to chat during snack and lunch times. Children have many opportunities to explore sensory experiences in their environment. For example, they take part in planting activities and explore the local woodland during planned activities. Children develop the skills needed for the next stage in their learning and the move to school.

## Setting details

<b>Unique reference number</b>	127509
<b>Local authority</b>	Kent
<b>Inspection number</b>	1058742
<b>Type of provision</b>	Full-time 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>	1 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Susan Chesson
<b>Registered person unique reference number</b>	RP903216
<b>Date of previous inspection</b>	8 October 2012
<b>Telephone number</b>	01732 882869

SKIPS Pre-School registered in 1998. The pre-school operates from a converted Guide hut in Ightham, Kent. It is open term time only, all week from 8.45am to 3pm. There are six members of staff, including the manager, all of whom hold relevant childcare qualifications. The provider receives funding to provide free early education for children aged three and four years.

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