

SeeSaw Pre-School

Wingham Village Hall, School Lane, Wingham, Canterbury, Kent, CT3 1BD



Inspection date	1 November 2016
Previous inspection date	22 April 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

- Partnerships with parents are good. Parents are happy with the care provided and the information they receive about their children's learning and development.
- Children benefit from a well-organised and stimulating environment. They independently choose what they want to do from a range of resources and activities.
- Staff know the children well and they follow their interests to plan motivating activities. Children enjoy their learning through their chosen play and make good progress in relation to their starting points.
- The manager and staff regularly evaluate and review their practice. For example, they have weekly meetings to discuss and evaluate their provision. They make positive improvements for children such as making the book area more appealing to them.
- Staff are very attentive to children's individual needs and get to know them very well. Children feel happy and secure, and form strong bonds with the staff.
- Children learn skills that help prepare them well for school. For example, they learn to recognise their own name and independently put on their coats and boots.

It is not yet outstanding because:

- Staff do not consistently encourage all children to participate in active physical play to extend their physical development and support their good health even further.
- Occasionally, some group activities are not consistently organised to fully engage children and extend their learning even more effectively.

What the setting needs to do to improve further

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

- develop more opportunities for all children to participate in active physical play to support their development and good health even further
- develop the organisation of some group activities to fully engage children and extend their learning even more effectively.

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 and completed a joint observation with the manager.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the signs that would raise their concerns about children's welfare including those that may indicate children are at risk of being exposed to extreme behaviours or views. They know the procedures to follow to protect a child from harm. The manager has made good progress since the previous inspection such as developing the support she provides to staff to help them extend their knowledge and skills. For example, staff are encouraged to attend training, including ways to support children's self-chosen learning, such as during play in the 'mud kitchen'. The self-evaluation process regularly includes the views of parents, children and staff, which are used to help identify areas for improvement. Good links with other early years settings and childminders help staff to deliver activities that complement the learning children receive elsewhere.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's development. They use this information effectively to plan activities and experiences based on children's interests and next steps in learning. The manager regularly monitors children's learning to check that all children make good progress from their starting points. Staff make good use of opportunities to support and extend children's communication and language skills. For example, during play in the mud kitchen they encouraged children to talk about making 'pancakes' and how the mixture was made 'darker' when more mud was added.

Personal development, behaviour and welfare are good

The very effective key-person system helps children to feel secure and to settle well. New children are supported well when they first start. For example, their key person ensures they understand the daily routine and carefully explains about activities, such as snack time, to support them and to help them feel comfortable. Staff develop children's understanding of healthy eating well through activities such as growing fruit and vegetables outside to eat at snack time. Staff provide a positive role model to children and support their behaviour well. For example, they praise children and support them to share and take turns. Children behave well and show respect for each other.

Outcomes for children are good

All children are well prepared for the next stage in their learning and the move to school. They are active and confident learners. Children develop good literacy skills and a strong interest in books. For instance, they 'read' books to their friends in the cosy book area. Children develop good mathematical skills and use these well in their play. For example, they confidently use mathematical language when they use the scales such as talking about 'light' and 'heavy'.

Setting details

Unique reference number	127524
Local authority	Kent
Inspection number	1028070
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	18
Number of children on roll	20
Name of registered person	See-Saw Pre-school At Wingham Committee
Registered person unique reference number	RP522771
Date of previous inspection	22 April 2013
Telephone number	07851 057213

SeeSaw Pre-School registered in 1999 and is run by a management committee. It operates in Wingham, near Canterbury, Kent. The pre-school is open from 9.15am to 1pm for five days a week, during term time only. There are five staff members who work with the children, four of whom have an early years qualification to at least level 3. The pre-school receives funding to provide free early education to children aged two, three and four years.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

