

Fordcombe Pre-School Group

Fordcombe Village Hall, The Green, Fordcombe, Tunbridge Wells, Kent, TN3 0RY



Inspection date

30 November 2016

Previous inspection date

8 July 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | 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 children well and use this knowledge to help plan play experiences to meet their individual interests. For example, they have set up an interesting dinosaur role-play area to encourage children to explore their interests further.
- Children are settled and they develop warm relationships with staff. Children are eager to share stories with staff and show them their favourite toys. Staff support children's emotional well-being well.
- Staff have good relationships with parents. They frequently meet with them to discuss children's progress and offer support for activities they could do at home to extend on their children's learning.
- Staff identify gaps in children's learning and put together successful plans to help them catch up. They use additional funding well to support children's ongoing learning. All children make good progress from their individual starting points.

It is not yet outstanding because:

- Staff sometimes miss opportunities to extend on children's understanding of how to keep themselves safe in their play and when using technology.
- Information sharing with other early years providers that children attend is not yet fully effective to help make sure there is consistent continuity for children in their care and learning.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's awareness of how to keep themselves safe
- increase the information sharing with other settings that children attend to consistently support their continuity of care and education.

Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching inside and outside and assessed the impact of this on children's learning.
- The inspector reviewed children's learning folder and discussed their progress and development with staff.
- The inspector spoke to staff and children at appropriate times.
- The inspector jointly observed an activity with the manager and deputy manager and discussed how this was impacting on children's learning.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Staff evaluate and develop their practice well and bring new ideas into the pre-school. For example, after attending training they have developed a leader role responsibility for a child each day. Children understand and respect whose turn it is and all children have the opportunity to complete the role. Staff have a secure understanding of their role to keep children safe. They complete regular risk assessments and routinely follow their policies and procedures. Safeguarding is effective. Staff are aware of the local safeguarding procedure to follow if they have concerns about children's welfare. The qualified staff receive effective support to develop their skills. For instance, they have clear training plans and reflect well on how they can further support children's learning.

Quality of teaching, learning and assessment is good

Staff help children to develop a range of skills, for example, as they complete planned and freely chosen activities to support their development. Children learn about shapes and colours as they play with play dough. For instance, they enjoy squeezing, cutting and modelling the dough and this helps develop their physical skills. Staff positively interact with children and help them learn a wealth of language. For instance, staff share new words, such as 'edible', and explain what it means. Staff adapt activities well to meet the needs of the children. For example, they carefully consider how to change the routine to support the youngest children as well.

Personal development, behaviour and welfare are good

Staff understand the importance of supporting children's relationships with each other and helping them learn about other people. They are positive role models and support children's behaviour well. For instance, they explain to children that they are kind for sharing and help them develop their good manners. Children learn to make healthy choices and meal times are positive and social experiences. For example, children talk with staff and each other about healthy food and what they like to eat. Children have the opportunity to challenge themselves physically. For example, they enjoy climbing and learn to balance. They ask staff, who are close by for support, for help if required.

Outcomes for children are good

Children learn a good range of skills to help them be prepared for their next stage of learning at school. Children are confident and happy. They are eager to join in and have good opportunities to share their views. For example, they make choices in their play and choose what they would like to play with using the 'choices board'. Children are inquisitive. For example, they ask staff questions about what they have and what they are going to make next with the items.

Setting details

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|--|--------------------------|
| Unique reference number | 127194 |
| Local authority | Kent |
| Inspection number | 1061319 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 3 |
| Total number of places | 20 |
| Number of children on roll | 7 |
| Name of registered person | Doris Punnett |
| Registered person unique reference number | RP512446 |
| Date of previous inspection | 8 July 2013 |
| Telephone number | 07895 472610 |

Fordcombe Pre-School opened in 1978 and is in Fordcombe, Kent. It opens on Monday from 9am to 2pm, on Wednesday from 9am to 3pm and on Friday from 9am to 1pm. There are two members of staff, both of whom hold appropriate early years qualifications to level 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

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