

Smarden Pre-School Group

Smarden CP School, Pluckley Road, Smarden, Ashford, Kent, TN27 8ND



Inspection date

20 April 2017

Previous inspection date

18 March 2015

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

- The manager and staff work well to effectively evaluate their practice as a team. For example, they observe each other's interaction with children and give constructive feedback to support their future plans and improve their quality of teaching.
- Staff establish positive relationships with children. This helps children to confidently and quickly settle happily into play. Children develop a good sense of belonging.
- Children have good opportunities to explore and investigate the world around them. For example, they use magnifying glasses to observe insects in the outdoor area.
- Staff establish positive partnerships with other early years professionals. For instance, they visit settings that children also attend to share their achievements. This helps to provide children with a positive consistency to their shared learning.
- Children learn respect for other people's similarities and differences in the wider world, such as when they celebrate events traditional to other countries such as Russia.
- There are good opportunities for children to gain the skills they need to support their future learning. They learn good mathematical abilities and they confidently count.

It is not yet outstanding because:

- Staff miss some opportunities to engage younger children in particular in their interest of technology and develop their technology skills even further
- Staff do not make the most of opportunities to consistently reinforce and encourage children's manners and extend their positive social skills further.

What the setting needs to do to improve further

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

- extend younger children's opportunities further to develop their interest and skills in regards to technology
- make the most of every opportunity to build on children's understanding of the importance of manners, to positively reinforce their social skills.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and considered their views.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively monitors the quality of care and teaching that staff provide to children. For instance, she holds regular one-to-one discussions with staff to review their performance. They use the feedback to support their future plans and to help ensure that staff continue to make positive improvements to practice. For example, children now have more opportunities to engage in good outdoor play experiences. The manager and staff continue to build on their knowledge and skills further. For instance, they carry out independent research to implement new activity ideas into practice. This helps to keep children interested to learn. Staff establish positive relationships with parents. For example, they encourage their regular input into progress records to help keep them involved in children's learning. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures and whom to contact to raise any concerns. Staff understand how to successfully protect children's welfare and help them to stay safe.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track children's progress. This assists them in highlighting any gaps in development promptly and supporting children to catch up with their learning. Staff support children to manage the move to school well. For example, they visit the schools with children and this helps them to understand what to expect. Staff build on children's interests well. For instance, children enjoy a pirate story and experience hunting for treasure and making interesting discoveries, such as fossils. Children communicate well and are keen to share their ideas. For instance, they act out their favourite stories and they answer staff's challenging questions with confidence.

Personal development, behaviour and welfare are good

Children learn to behave well. For example, they follow rules and know what is expected of them. Children develop a good understanding of healthy lifestyles. For instance, they independently choose to rest in quieter areas or to engage in active play. There are good opportunities for children to challenge their physical skills. For example, they explore different ways of balancing and moving, as they negotiate larger equipment at parks, and participate in daily exercise and musical movement sessions.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Children gain a range of good abilities to support their move to the next stage in their learning. For instance, they develop good early reading and writing skills, such as writing their names and recognising letters and simple words. Children develop good independence skills. For example, they take an active role in cutting up their own fruit for snack and confidently choose their own play.

Setting details

Unique reference number	EY333457
Local authority	Kent
Inspection number	1092709
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Smarden Pre-School Limited
Registered person unique reference number	RP535259
Date of previous inspection	18 March 2015
Telephone number	01233 770691

Smarden Pre-School Group registered in 2006. It is located in Smarden, Kent. The pre-school is open Monday to Friday from 9am until 3pm, except Thursdays when it is open from 9am to 12.30pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs five members of staff, two of whom hold relevant early years qualifications at level 3 and one member of staff holds a relevant early years qualification at level 5.

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