

# Staple Pre-School

The Village Hall, Mill Road, Staple, Canterbury, Kent, CT3 1LB



<b>Inspection date</b>	26 April 2017
Previous inspection date	8 June 2015

<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

- Relationships between staff provide a good role model for the children. For instance, children learn to behave with care and consideration towards each other.
- The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development. For example, opportunities for all children to effectively practise their early writing skills have been enhanced throughout the setting.
- Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing their own snack and are effectively taught to independently meet their own hygiene needs well.
- Staff effectively develop children's literacy skills and help prepare them for the next stages of their learning and for moving on to school. For instance, they help children give meaning to the marks they make and emphasise letters and their sounds.
- All children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Some younger children are not always effectively engaged in group activities and sometimes distract the other children from the learning opportunity.
- Staff do not always identify when to interact with children to build on what they already know to extend their learning further.

## What the setting needs to do to improve further

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

- consider the arrangements of large-group times to ensure all children are effectively engaged
- support staff to recognise when to intervene to support children further to extend their knowledge and understanding.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

### Inspector

Kimberley luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team accurately self-evaluate the provision. Parents and children are included in the evaluation to help identify areas for further improvement. For example, the range of equipment and activities to extend the children's learning in the outdoor play space has significantly increased. The manager continually improves the quality of staff practice, for example, by sharing information from relevant training and individual support. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of current legislation. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare.

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

Partnerships with parents are effective. For instance, staff gather detailed information from parents about children's interests and development at home to help them build on children's learning experiences when in the setting. Staff accurately assess children's development and effectively plan for their next steps in learning. They skilfully use a wide range of resources to engage children during the day. For instance, children enthusiastically explore dough, paint and foam with a wide range of tools and resources. Staff effectively enhance the children's mathematical skills throughout the children's experiences. For instance, children are encouraged to consider quantities, such as half and full as well as counting, and recognising more and less.

### Personal development, behaviour and welfare are good

Children are happy and settled in their pre-school environment, which is organised well to enable them to follow their play choices. Staff build on children's confidence and sense of belonging well. For example, they constantly praise them for their achievements. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and use lunchtimes well as a positive learning experience to engage children in conversations about healthy food choices.

### Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. For example, they enjoy exploring the environment which is rich in positive cultural images and dual language text, including books and role play resources. Older children play cooperatively together and confidently communicate their needs, ideas and views. For example, they use their imaginations well and negotiate their roles within their play. Children carefully consider the tools and resources they need for each role and make good connections to real life experiences. Children enjoy physical challenges and effectively enhance their balance and coordination skills.

## Setting details

<b>Unique reference number</b>	127634
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089369
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Staple Pre-School Committee
<b>Registered person unique reference number</b>	RP520662
<b>Date of previous inspection</b>	8 June 2015
<b>Telephone number</b>	07816 841429

Staple Pre-School registered in 1998. It operates from the village hall in Staple, near Canterbury, Kent. The pre-school operates each weekday, term times only. It is open on Monday, Tuesday and Thursday from 9.15am to 2.45pm and Wednesday and Friday from 9.15am to 12.15pm, with an optional lunch club each day. The pre-school is in receipt of funding to provide free early education for three- and four-year-old children. The committee employs six staff, of whom four hold appropriate early years qualifications at level 3 or level 2.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

