

# Westbere Preschool

Village Hall, Church Lane, Westbere, Canterbury, Kent, CT2 0HA



<b>Inspection date</b>	11 May 2017
Previous inspection date	4 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

- 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 learning opportunities to help children's development in mathematics have been effectively enhanced.
- Staff make the most of opportunities to build on children's independence skills well. Children enjoy serving up their own snack and getting themselves ready for the outdoor environment.
- Staff are effective at developing children's literacy skills. For example, children enjoy opportunities to practise their early writing skills within all activities. They are well prepared for the next stages of their learning and move on to school.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents in the pre-school and children's learning. Parents value the bonds that staff have with their children and appreciate the good quality care children receive.
- All children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Staff do not always make the best possible use of group sessions to encourage younger children to remain fully engaged and interested.
- Staff do not always monitor children washing their hands well enough to make sure that this practice is consistently effective.

## What the setting needs to do to improve further

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

- make better use of group sessions to encourage younger children to remain engaged and interested
- make the most of routine hygiene practices to ensure children consistently implement effective handwashing.

### 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 evaluate the provision. They include parents and children in the evaluation to help identify areas for further improvement. For example, a revised layout of the setting now effectively encourages children to make better use of the book and role-play areas to enhance their learning. The manager continually improves the quality of staff practice. For example, she organised relevant training to enhance staff's quality of observations and planning to support children more effectively in their learning. Safeguarding is effective. 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

Staff understand what children know and how they can further support children's good development. For example, as children enjoyed a sensory exploration activity, staff introduced experiments with light, such as the different colours made by shining torches through coloured transparent blocks. Staff gave children clear explanations to enhance their learning, for example, what happens when they shine light through two different coloured blocks together. Staff effectively enhance children's communication and language skills. For example, they clearly emphasise key words throughout their interactions to help children's understanding and speaking skills. Staff work well in partnership with other agencies to help provide consistent support for children to progress in their learning and development.

### 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. Relationships between children and their key person are strong. Staff are sensitive, stimulating and responsive to the children's individual needs. Children are encouraged to be polite; they behave well and follow the clear rules they help set. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements.

### Outcomes for children are good

Children are enthusiastic learners and are keen to learn about new things. For example, as they enjoyed playing together with toy butterflies, they listened intently to members of staff who introduced the lifecycle of the butterfly and caterpillar. The children enjoyed exploring books to strengthen their learning about the butterfly. Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images, dual-language text and role-play resources.

## Setting details

<b>Unique reference number</b>	127766
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089381
<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>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Westbere Pre-School Committee
<b>Registered person unique reference number</b>	RP909870
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	07703 752378

Westbere Preschool registered in 1975. It operates from the village hall in Westbere, near Canterbury, Kent. The pre-school operates Monday to Friday during term time only. It is open on Monday and Wednesday from 9.15am to 2.45pm and on Tuesday, Thursday and Friday from 9.15am to 12.15pm, with an optional lunch club. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The setting employs five members of staff, four of whom have appropriate early years qualifications at level 2 or above.

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