

# Headcorn Pre-School

Long Meadow Hall, Church Walk, Headcorn, Ashford, Kent, TN27 9HR



## Inspection date

22 May 2017

Previous inspection date

5 March 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

- Staff understand how children learn and develop. They provide a variety of stimulating and challenging activities, and children explore with confidence. All children make good progress from their starting points.
- Staff have a shared approach to children's learning. They have forged positive relationships with parents and other early years professionals to help provide continuity of care and to support children's development.
- The management has a strong understanding of safeguarding matters. It is fully aware of the signs and symptoms that may be a cause for concern and the procedures to follow to safeguard children.
- Management uses self-evaluation systems well to help identify strengths and areas for improvement. It has successfully addressed the recommendations set at the last inspection. For example, it has increased the opportunities children have to practise making marks to help develop their early writing skills.

### It is not yet outstanding because:

- The owner does not consistently critically evaluate the progress groups of children make, to precisely target improvements to provide learning of the highest quality.
- On occasion, staff do not make the most of opportunities to extend children's problem-solving skills and mathematical understanding, in particular comparing sizes and positions.

## What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, to help target the teaching even more precisely
- increase daily opportunities to improve children's mathematical knowledge and skills even further.

### Inspection activities

- The inspector sampled a range of relevant documentation, including safeguarding policies and procedures, children's progress records and planning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection and observed staff's interactions with children.
- The inspector talked to the owner and manager about the service they provide and how they evaluate the service to improve outcomes for children and their families.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management carries out thorough risk assessments to minimise hazards and help protect children. Staff regularly practise emergency procedures with children. For example, they teach them how to evacuate the premises quickly in the event of a fire to help maintain their safety. Staff work very well together. Management deploys staff efficiently throughout the session. It monitors staff practice and opportunities for professional development are good. For instance, staff are encouraged to undertake training and receive information at staff meetings to keep their already good knowledge and skills updated. Management tracks the progress of individual children and any gaps in learning are quickly identified and appropriate action taken.

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

Staff make effective use of observations and assessments. They identify children's next steps in learning and plan activities which focus on their interests. For example, children excitedly use the water spray to investigate patterns on the floor, while practising their physical skills. Children demonstrate good levels of concentration and persevere with tasks, for example, threading using pipe cleaners through colander holes to practise their hand-to-eye coordination. Staff provide the children with a wide range of experiences to explore their senses. For instance, children use cut-up fruit with paint to print pictures. Children are creative and enthusiastic in their learning.

### Personal development, behaviour and welfare are good

Staff are good role models for children, who behave well. For example, children listen and respond to staff and use good manners. Children develop positive social skills. For instance, they share and take turns when playing matching games. Children have plenty of opportunities to exercise. Staff encourage children's independence, such as cutting up their own fruit and helping to wash up plates and cups at snack time. Children thoroughly enjoy their time at pre-school. They are settled and show a strong sense of belonging.

### Outcomes for children are good

Children make good progress in their learning and development. They develop the skills they need for their future learning and eventual move to school. For example, older children hand out water bottles to friends at group time. Children are keen to explore and investigate and are able to make informed choices about their play. For instance, they have photograph books of additional resources which they can use to identify toys they would like to play with. Children learn to value and respect their own and other people's differences. Children have a good range of experiences to develop their interest in the world, such as walks to the local shops to post letters as well as walks in the surrounding countryside to collect a variety of natural objects to display in pre-school.

## Setting details

<b>Unique reference number</b>	EY340577
<b>Local authority</b>	Kent
<b>Inspection number</b>	1092840
<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>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Paula Skilton
<b>Registered person unique reference number</b>	RP512916
<b>Date of previous inspection</b>	5 March 2015
<b>Telephone number</b>	01622 891477

Headcorn Pre-School registered in 2005 and is privately owned. The pre-school operates from the village hall complex in Headcorn, near Ashford, Kent. It is open Mondays, Tuesdays and Thursdays from 9am to 3pm, and Wednesdays and Fridays from 9am to midday, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, four of whom hold appropriate early years qualifications at level 3 and one member of staff holds a relevant early years degree.

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