

# Leybourne Pre-School

Village Hall, Little Market Row, Leybourne, WEST MALLING, Kent, ME19 5QL



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|--------------------------|--------------|
| <b>Inspection date</b>   | 20 June 2017 |
| Previous inspection date | 17 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

- Staff know children's individual personalities and establish positive relationships with them. This helps children to settle confidently and happily into play.
- Children gain positive social skills, and they are polite and behave well. For example, they say 'please' with no reminders and confidently follow pre-school rules.
- There are good opportunities for children to use the local community to extend their learning. For instance, they visit places of interest, such as the church and local stream.
- Children learn good early mathematical skills to support their future learning. For example, they participate in simple sums as they play games, such as skittles.
- There are challenging activities for children to develop their physical abilities. For instance, they negotiate how to climb and balance on large play equipment.
- The manager and staff maintain positive relationships with other early years professionals. For example, they share children's achievements with other settings that they also attend. This helps provide children with a positive level of consistency in their shared care and learning experiences.

### It is not yet outstanding because:

- Staff miss opportunities to extend children's skills and build on their interests of technology further.
- At times, staff do not fully encourage children to freely express themselves during creative activities.

## What the setting needs to do to improve further

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

- extend the ways to engage children in developing their interests and skills in technology further
- build on children's opportunities to access a wider range of resources to freely express themselves creatively.

### 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 took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff effectively evaluate their practice. For example, they have daily discussions to reflect on the day's events. They use regular meetings to enhance their action plans. Staff continue to make positive changes to improve children's learning outcomes, such as extending children's play opportunities outdoors. The manager regularly monitors the quality of care and teaching. For example, she observes staff teach and discusses their performance in one-to-one meetings. The manager and staff are keen to keep up to date with new ideas and attend regular training to help build on their knowledge. For instance, staff learned how to develop children's understanding of diversity. Staff establish positive relationships with parents. They encourage them to share achievements from home and keep them fully involved in their children's learning. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to follow and who to contact to seek advice in the event of a concern. They help protect children's welfare and support them to remain safe.

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

The manager and staff closely monitor children's progress. This ensures that they promptly highlight any gaps in their development and provide children with individual support to close them. Staff effectively support older children to prepare for their eventual move to school. For example, they learn more complex skills, such as independently dressing up in school uniforms during role play. Staff skilfully build on children's play. For instance, when children enjoy books about bugs, they use binoculars to participate in nature hunts. Staff support children's communication skills well. For example, they respectfully reinforce the correct pronunciation of words during conversations.

### Personal development, behaviour and welfare are good

Children develop a good understanding of the importance of healthy lifestyles. For example, they are keen to choose to exercise or rest and recuperate as they feel they need to. Children develop a good understanding of other people's similarities and differences in the wider world. For instance, they dress up in costumes from around the world, such as using saris, and learn French.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Older children gain positive skills to help prepare them for school. For example, they learn good early reading and writing skills. They confidently write their names and recognise letters in a variety of different printed materials. Children enjoy investigating and participate in interesting experiments to explore how things work, such as finding out what items float or sink in water.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY402175                 |
| <b>Local authority</b>                           | Kent                     |
| <b>Inspection number</b>                         | 1094115                  |
| <b>Type of provision</b>                         | Sessional provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 2 - 4                    |
| <b>Total number of places</b>                    | 33                       |
| <b>Number of children on roll</b>                | 76                       |
| <b>Name of registered person</b>                 | Michele Donna Saunders   |
| <b>Registered person unique reference number</b> | RP513710                 |
| <b>Date of previous inspection</b>               | 17 June 2015             |
| <b>Telephone number</b>                          | 07702835171              |

Leybourne Pre-School registered in 2009. It is located in a village hall in Leybourne, Kent. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 9.15am until 3pm and on Thursday from 9.15am 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 nine members of staff, three of whom hold a relevant early years qualification at level 2 and six members of staff hold a relevant early years qualification at level 3.

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