

Frittenden Pre-School

Frittenden, Cranbrook, Kent, TN17 2DD



Inspection date

7 July 2017

Previous inspection date

30 September 2014

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 is focused on self-evaluation and making improvements. This helps children to positively benefit from improved practice.
- Children's transitions to school are managed well. Key persons spend time positively supporting their emotional well-being.
- Effective partnerships with parents and other professionals help ensure a regular two-way exchange of information. Staff link well with external agencies for children who have special educational needs to agree on individual development plans.
- Staff are highly effective at supporting children's communication and language skills. For example, they encourage conversations to enhance children's speaking skills.
- Children are confident and demonstrate a good understanding of mathematics. For instance, they solve simple sums and number activities throughout the day.
- Staff know the children well. They have a good understanding of children's starting points. They provide exciting activities and resources that develop their skills. Children make good progress in their learning.

It is not yet outstanding because:

- At times, staff do not effectively use their good teaching skills to further support younger children to develop their chosen play activities and learning.
- At times, staff tend to over direct children's play during planned creative activities. This does not fully encourage children to express their individual creative ideas and use their imagination.

What the setting needs to do to improve further

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

- support staff to be more consistent in using their good teaching skills to extend the youngest children's learning further
- enhance opportunities for children to express their ideas during planned creative activities more freely.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector looked at relevant documentation, such as staff's qualifications, adult-to-child ratios, and planning and assessments records.
- The inspector carried out a joint observation with the manager.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the procedures to follow should they have concerns about a child's safety and welfare. The manager evaluates the quality of teaching and effectively monitors children's progress and next steps in learning. Staff are well supported by the manager, such as by attending supervisions and completing training, to extend their individual skills further. Staff arrange exciting new experiences following children's interests as a focus for their learning. For example, children are talking about and exploring their holiday experiences. This helps encourage their language skills. Some committee members did not provide relevant detail to Ofsted within the required timescale for the completion of suitability checks. However, this is being actioned now and there is no impact on the welfare of the children. These committee members do not have access to the children.

Quality of teaching, learning and assessment is good

Staff use their knowledge of children well to plan activities that interest and motivate them. For example, children explore ideas around different types of transportation. Staff encourage children's communication skills well. For instance, they introduce interesting vocabulary during play to support children's learning. Staff skilfully use resources to engage children throughout the day. For instance, staff link children's interest in water through several activities, from mark making to working out what items will sink or float. Staff challenge and enhance children's mathematical awareness effectively throughout the day. For example, they encourage children to consider quantities, such as 'less' and 'more', during snack time. Partnerships with parents are strong. For instance, parents enjoy attending development review meetings to discuss their children's learning.

Personal development, behaviour and welfare are good

The atmosphere in the nursery is calm and focused. The effective key-person system helps children to feel safe and secure. Staff have caring and kind relationships with the children and meet all children's care needs well. Children's behaviour is good and show kindness and consideration to each other. They willingly take turns and help solve problems during play. Children show a very good awareness of how to keep safe when playing. For example, they explain the rules before using the climbing equipment. Children are happy and settled in their pre-school environment, which is organised well to enable them to explore. Staff deploy themselves effectively to support children's safety.

Outcomes for children are good

Children of all ages make good progress from their starting points. Older children show they are developing good early literacy skills, such as identifying letters in their name. Children develop a good understanding of life beyond their own family. For example, they visit a local care home for the elderly, which positively promotes diversity. All children gain a good range of skills to prepare them for the move to school.

Setting details

Unique reference number	127200
Local authority	Kent
Inspection number	1070216
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	14
Number of children on roll	20
Name of registered person	Frittenden Pre School Committee
Registered person unique reference number	RP522785
Date of previous inspection	30 September 2014
Telephone number	01580852100

Frittenden Pre-School registered in 1991 and is run by a parent committee. It operates from purpose-built rooms in Frittenden Primary School, in Frittenden, Kent. The pre-school is open each weekday from 9am to midday, and until 3pm on Tuesdays, during term time only. A session also operates on a Thursday afternoon from midday to 3pm for rising fives, during the summer term only. The pre-school employs six members of staff, four of whom hold appropriate early years qualifications at level 3 or above.

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