

# Seal Village Pre-School

C/o Seal C of E Primary School, Zambra Way, Seal, Nr. Sevenoaks, Kent, TN15 0DJ



## Inspection date

21 June 2017

Previous inspection date

16 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider and manager have not made sufficient progress since their previous inspection. They do not make sure that Ofsted is aware of all committee members to ensure the relevant checks are completed. This does not fully promote children's welfare.
- The provider and manager do not record details of who obtained criminal records checks, as required.
- The provider and manager do not self-evaluate the pre-school well. They do not make sure they identify areas of weakness, which includes addressing the previous inspection actions and setting targets for improvement. Capacity to improve is weak.
- Staff do not consistently help children learn about each other's similarities and differences.
- Staff do not make the most of opportunities for children to do things for themselves and prepare them fully for their move on to school.

### It has the following strengths

- Staff develop children's mathematical development well. For example, they use a range of mathematical language, compare sizes and introduce shapes during activities.
- Staff ask a wide range of questions to help children think for themselves and take their learning further.
- Children are happy and enjoy their time at the pre-school. They make good progress and are ready for their next stage of learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure Ofsted is provided with the necessary information about all committee members so that the required checks can be carried out	18/07/2017
■ ensure that a record is kept, and is ready for inspection, of who obtained the Disclosure and Barring Service checks for staff and committee members.	18/07/2017

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

- develop the use of self-evaluation to identify areas of weakness, including breaches in requirements and set successful targets for improvement
- increase opportunities for children to learn about the diversity of each other's backgrounds
- build on opportunities for children to do things for themselves and prepare them fully for their move on to school.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all areas of the pre-school.
- The inspector viewed a range of documentation, including suitability checks, committee members' information and children's records.
- The inspector spoke to children and parents.
- The inspector conducted a joint observation with the manager.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider and manager do not make sure that they complete actions set at the previous inspection. They do not ensure that Ofsted is aware of all committee members in order that the relevant checks can be completed. The provider and manager do not record who obtained the checks, as required. They do not identify and act on the weaknesses in the pre-school and target successful areas for improvement. Staff know the signs that would cause them concern about a child's welfare and the processes to follow. The manager oversees her staff well. For example, she provides regular meetings, observes their practice and offers training opportunities. This helps develop their knowledge and skills further. The manager successfully monitors children's progress. This helps her identify any gaps in development early and provide the appropriate support. She works with other settings and professionals well to support a consistent approach in meeting all children's learning and development needs.

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

Staff successfully support children's learning and development. They use the information from their observations and assessments well to plan for their next stage in learning. Staff encourage children's physical development well. For example, they run around practising for sports day, they tip and pour sand and climb equipment. Staff encourage children to form positive relationships with each other. For instance, they clap when their friends finish their race. Staff provide regular opportunities to involve parents in their children's learning. For example, they have daily discussions and provide parent days to share development folders. This helps parents to support their children's learning at home. Additional funding is used well to support the specific learning needs of children.

### Personal development, behaviour and welfare are inadequate

The breaches in leadership and management have a significant impact on children's welfare and well-being. For example, committee members help out at the pre-school without all the relevant checks being undertaken. Staff do not make the most of opportunities for children to learn about each other's backgrounds and diversity. They do not consistently help children develop their independence further, such as during snack time. Staff provide clear guidance and explanations to help children manage their own behaviour. For instance, they remind them about the 'golden rules' and reinforce these throughout the session. These include being kind to each other and 'caring is sharing'.

### Outcomes for children are good

All children make progress that is appropriate for their age and any gaps in development are steadily closing. They engage and sustain their attention in activities. Children are confident to talk to adults and share their ideas, which supports their communication and language. Children build on their early writing development, for example, during painting and drawing activities.

## Setting details

<b>Unique reference number</b>	EY276356
<b>Local authority</b>	Kent
<b>Inspection number</b>	1074290
<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>	16
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Seal Village Pre-School Committee
<b>Registered person unique reference number</b>	RP910847
<b>Date of previous inspection</b>	16 September 2016
<b>Telephone number</b>	01732 762 799

Seal Village Pre-School registered in 2004 and operates from premises located at Seal Church of England Primary School, near Sevenoaks, Kent. There are four members of staff, of whom three have relevant early years qualifications at level 2 or above. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years.

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.

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