

# Rolvenden Pre-School

Rolvenden Village Hall, Rolvenden, CRANBROOK, Kent, TN17 4ND



<b>Inspection date</b>	10 October 2017
Previous inspection date	16 June 2015

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders have not notified Ofsted of significant changes in the nursery, which may affect the welfare of children.
- Policies and procedures, such as the complaints policy, are not regularly reviewed by the leadership team and lack sufficient detail to support good practice.
- Occasionally, staff miss some opportunities to encourage children to develop their skills fully while talking with them or joining in with their play.
- The manager does not involve staff, parents and children in the self-evaluation process, to help improve the quality and effectiveness of the provision further.

### It has the following strengths

- Children make good progress and are ready for the next stage in their learning. The manager tracks children's progress effectively and uses this information to identify those children who need support to catch up with their peers.
- Children learn to behave well. They share resources, cooperate and negotiate with one another without needing adult support.
- Children develop good communication and language skills. For instance, as they play with dough they confidently describe what they are making. They ask staff for additional resources as they think of different ways of doing things, such as cutting the dough with a pair of scissors.
- Staff are approachable and friendly. Parents value the support they provide at key times, such as when children move on to school.

## What the setting needs to do to improve further

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

	Due Date
■ ensure the leadership team improves and develops its knowledge of the requirement to notify Ofsted of significant changes or events	13/10/2017
■ ensure policies and procedures are reviewed, and updated where appropriate, and are shared with staff, parents and carers.	24/10/2017

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

- develop staff's use of skilful questioning to further extend children's learning in problem-solving and mathematics
- make effective use of the views of staff, parents and children in the self-evaluation process, to identify weaknesses and areas for improvement.

### Inspection activities

- The inspector observed the range of resources and activities in the room and outside.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at a range of documentation, including children's progress records, policies and procedures, improvement plans and evidence of staff suitability.
- The inspector took account of parents' views by speaking with them and by reading their written comments.
- The inspector spoke with children and all staff throughout the inspection.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. However, leaders have not notified Ofsted of a change in committee and senior staff, which is a breach of the requirements. All committee members have clearance from the Disclosure and Barring Service and do not come into nursery while children are present, so the manager ensures children are kept safe. All staff have a good understanding of what to do if they are concerned about the welfare of a child. The manager is aware of what improvements are necessary to develop practice further. However, monitoring is not thorough enough to prevent minor breaches occurring or to show the impact of changes. The manager regularly meets with staff and supports their professional development. All staff are well qualified. The manager works with other settings to fully review how best to support children in making progress in their learning and development.

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

Staff know the children well. They closely track what they can do and use this information well to plan stimulating and challenging activities that reflect the children's interests. For example, the building of new houses in their village fascinates children. They enthusiastically mix sand and stones to make pretend cement and use this to build with large bricks outside. Children take part in a range of activities to support their understanding of the world and their community, such as growing and cooking their own vegetables, recycling and learning about different festivals. Staff engage parents in supporting their children's learning at home, such as by sharing information and ideas.

### Personal development, behaviour and welfare require improvement

Children confidently and safely explore their environment. For instance, they enjoy riding down a slight incline as they expertly pedal their bicycles outside. Children respect each other's differences and similarities, as they happily talk about their families and pets. Children learn to feel good about themselves as staff give them positive and meaningful praise. Children enjoy opportunities to develop their physical skills, such as pushing the bricks in the wheelbarrows and drawing on the whiteboard with pens.

### Outcomes for children are good

Children make good progress from their starting points, including those who have special educational needs. They learn to become independent, such as when they pour their own drinks at snack time. They show an interest in learning letters and listen carefully to staff, as they make the sounds that different letters make. Children use a 'number line' to help them count out objects, and some children instantly recognise written numbers. They are motivated and show a keen love of learning, such as when they ask probing questions about creatures that live under the sea. Children are well prepared for school.

## Setting details

<b>Unique reference number</b>	127503
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089357
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Rolvenden Pre-School Committee
<b>Registered person unique reference number</b>	RP518902
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	07729718181

Rolvenden Pre-School registered in 1987. It operates in Rolvenden, Kent. Sessions run from 9am until 3pm on Mondays, Tuesdays, Wednesdays and Thursdays, and from 9am until 1pm on Fridays, during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery employs four members of staff, all of whom hold appropriate early years qualifications from level 3 to level 4.

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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