

Borden Village Pre-School

School Lane, Borden, Sittingbourne, Kent, ME9 8JS



Inspection date

5 December 2017

Previous inspection date

5 February 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is enthusiastic and ambitious. She leads by example and effectively supports a strong, well-qualified staff team. The manager has clear expectations which she shares effectively with staff. They work well as a team to maintain the good quality of care and learning.
- Children develop extremely strong bonds with staff from the start. They are highly respected and listened to by the caring and sensitive staff. Staff offer limitless reassurance, comfort and support to children and families when required. Parents refer to the staff team as being 'brilliant' and 'fantastic'.
- Children progress well from their starting points. Staff are good teachers. They are skilled at recognising when to involve themselves in children's play to enhance children's learning.
- Children are developing into confident communicators. Staff consistently use simple techniques to help children develop key language skills at an early age.

It is not yet outstanding because:

- The manager has not fully implemented a highly effective programme for monitoring staff performance, to develop and improve staff practice further.
- Some staff do not consistently use their good knowledge of individual children's abilities and interests to plan purposeful activities which support children's ongoing learning.

What the setting needs to do to improve further

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

- refine and focus the monitoring of staff to help support and enhance their practice further
- build on the already good practice and strengthen systems to further enable staff to plan more precisely for the next steps in children's learning.

Inspection activities

- The inspector observed interactions between the staff and children during a play session and planned activities.
- The inspector spoke to key staff and viewed developmental records regarding children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children, and took their views into account.
- The inspector viewed a range of documentation, including staff records and pre-school policies.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

The manager uses a good system for working with others to evaluate all aspects of practice. She welcomes views from parents and children. She effectively uses her close links with other settings to help her review and make changes to the pre-school. The manager supports staff to attend shared training opportunities with professionals from other settings, which helps them to exchange ideas and develop their teaching skills. Safeguarding is effective. The manager is well aware of her responsibilities and she works hard to keep children safe. Staff have a good knowledge of areas which may cause them concern, such as changes to children's behaviour. They clearly understand the relevant processes and procedures to follow in regards to safeguarding.

Quality of teaching, learning and assessment is good

Partnerships with parents are strong. Staff maintain an effective two-way sharing of information with parents. They use this information and accurate observations of children's play to help them monitor children's progress and recognise any gaps. Children are given lots of opportunities to develop and extend their skills. For example, children used developing literacy and mark-making skills to plan a new construction area. Using their good physical skills children used wheelbarrows to help move stones to create the space. In this new area children use a range of skills in their play. They work well together as they study real architects' plans and use their strong communication skills to discuss what they are building. Children use developing mathematical skills to consider how many truckloads of stones they may need as they compare the sizes of their spades.

Personal development, behaviour and welfare are outstanding

Staff maintain a safe, welcoming and exceptionally well-planned environment. A highly impressive range of stimulating resources is available indoors and outdoors. Children are exceptionally well supported in developing an outstanding understanding of their role in maintaining their own personal care and safety. For example, children have an excellent understanding of road safety. They use a variety of ride-on and pedal toys outside and consistently stop at the pretend zebra crossing. They talk to each other about waiting until it is safe. Staff are highly skilled at offering advice and using simple questions to help children consider how to manage their own and others' behaviour. For example, when children want the same toys, staff ask them how they could share them fairly. Children talk about using a timer and explain to the staff that this means they would take turns. Children's excellent health is meticulously promoted.

Outcomes for children are good

Children progress well and meet individual targets. They are independent, active and enthusiastic learners who welcome and persevere with simple challenges. For example, children use their well-developed hand muscles and sensory skills to feel and explore items wrapped in foil. They take turns and listen to their friends. Children use their strong language and descriptive skills to describe the texture, shape and size of each object. These developing skills help support them for their move to school.

Setting details

Unique reference number	EY431395
Local authority	Kent
Inspection number	1085944
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	50
Name of registered person	Borden Village Pre School Limited
Registered person unique reference number	RP907388
Date of previous inspection	5 February 2015
Telephone number	01795 421221

Borden Village Pre-School registered in 2011. It is situated in the village of Borden, in Sittingbourne, Kent. The pre-school operates Monday to Friday between 8.50am and 2.50pm, term time only. The provider employs seven members of staff, all of whom hold appropriate early years qualifications at level 2 or above, including one staff member who has qualified teacher status. The pre-school is in receipt of early education funding for two-, three- and four-year-old children.

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