

# Chalk Village Preschool

Chalk Parish Hall, Chalk Road, Chalk, Gravesend, Kent, DA12 2ND



## Inspection date

11 May 2018

Previous inspection date

12 March 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 establish secure and trusting relationships with children. They get to know their individual personalities well. Children have good levels of well-being and self-esteem.
- Staff establish positive partnerships with parents and keep them fully involved in their children's learning. For instance, they share children's achievements daily.
- Staff are positive role models. Children are polite and behave well. For example, they know what is expected of them as they recap the 'golden rules' daily.
- The managers and staff effectively review their practice together. For instance, they have daily discussions to evaluate the day's events and discuss how well children were engaged and motivated to learn. Staff use their findings to support their activity planning.
- Children develop good early mathematical skills to support their future learning. Younger children count as they play and older children recognise numbers up to 10.
- Staff effectively support children to develop good communication and language skills. For instance, they ask thought-provoking questions and give children time to think and respond. All children are confident to communicate their ideas.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's respect for and understanding of differences and similarities between themselves and others.
- The managers and staff have not embedded the systems for monitoring the progress of specific groups of children more effectively.

## What the setting needs to do to improve further

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

- extend further children's opportunities to develop more respect for and understanding of differences and similarities between themselves and others
- strengthen the systems to monitor the progress of different groups of children to support staff to plan for their learning even more effectively.

### Inspection activities

- The inspector observed staff interacting with the 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 with children, parents and staff, and took their views into consideration.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers closely monitor the consistency and quality of care and teaching that staff provide for children. For example, they observe their interactions with children and provide them with helpful advice to support their future performance. The managers hold one-to-one meetings with staff to review their practice and highlight any training needs. All staff keep their skills and knowledge up to date and are keen to build on them further by attending a good range of beneficial training. For instance, they learned about the different ways to support children to develop their communication and language skills, such as introducing visual prompts. Safeguarding is effective. The managers and staff have a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They carry out thorough risk assessments to ensure the setting and resources are safe. Children learn how to keep themselves and others safe. For example, they discuss how to cross the road safely.

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

Staff establish good links and communicate regularly with other early years settings that children also attend. For instance, they regularly share children's progress records. This helps provide children with a consistent approach to their care and learning experiences. The manager and staff closely monitor children's individual progress. This helps them to promptly highlight any gaps in their learning. Staff provide children with good individual support to close gaps and help them make good progress. Staff effectively help children to prepare for their future move to school. They encourage children to be independent, such as choosing their own play experiences with confidence.

### Personal development, behaviour and welfare are good

Staff build on children's interests well. This helps children feel valued and listened to. For example, when children show an interest in planting, they create their own model that will grow grass hair. Children have good opportunities to challenge their physical skills. For example, they explore different ways to climb and balance, such as on stepping stones and during musical movement activities. Children develop a good understanding of healthy eating. For instance, they help to grow and prepare healthy foods, such as beetroot.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Children develop good early reading skills. For example, younger children enjoy a wide range of books. Older children confidently recognise letters and simple words. Children learn about the natural world. For instance, they enjoy exploring nature and view bugs up close using the magnifying glasses.

## Setting details

<b>Unique reference number</b>	EY348777
<b>Local authority</b>	Kent
<b>Inspection number</b>	1092994
<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>	36
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chalk Village Pre-School
<b>Registered person unique reference number</b>	RP522439
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	07803861891

Chalk Village Preschool registered in 2007. It operates from Chalk Village Hall in Gravesend, Kent. The pre-school is open Monday to Friday during term time only. Sessions are from 9am until midday and on Wednesday afternoon from 12.30pm to 3pm. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 10 members of staff, nine of whom hold relevant early years qualification at level 2 or above. This includes one member of staff who holds qualified teacher status.

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