

Hersden Under 5's Project

Hersden Under 5's Centre, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS



Inspection date

27 June 2018

Previous inspection date

5 May 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

- There are good partnerships between parents and their child's key person. Effective systems are in place to communicate with parents and to enable the continuation of children's learning in the home.
- There are excellent relationships between the staff and children, and between the children themselves. Children have extremely strong emotional attachments to their key person and this supports their emotional well-being. Children's behaviour is exemplary.
- When children start at the pre-school, staff work closely with parents to establish children's next steps in learning. Staff observe children at play and use this information, together with the comments children make, to plan further suitable activities. This helps to support the good progress children make.
- Staff provide good support to ensure children are emotionally prepared for the move on to another setting or school, when the time comes. Children have good opportunities to find out about what school is like, such as regular opportunities to visit the school and meet with their new teachers.

It is not yet outstanding because:

- Staff do not consistently use effective questioning techniques to help support children's independent thinking skills further.
- Staff do not use all opportunities available to develop children's understanding of mathematical ideas and language.

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 extend their questioning skills to consistently help promote children's independent thinking skills
- make use of all opportunities to develop children's understanding of mathematical ideas and language.

Inspection activities

- The inspector examined a range of documents, including those related to safeguarding children and managing their behaviour.
- The inspector checked the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector discussed the pre-school's self-evaluation and priorities for improvement with the manager.
- The inspector spoke to a range of parents and children, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to keep children safe and know who to inform if they have a concern about a child's safety or welfare. The manager and her staff are reflective and identify priorities for improvement. For example, recent training to support children's speech and development of language has improved their achievements in this area. Staff ensure, such as through daily checks, that the premises are safe and secure for children's use. Children who have special educational needs and/or disabilities are well supported. Staff use the advice of external professionals to ensure their needs are met. The manager monitors staff practice and systematically supports their professional development. Regular meetings provide staff with opportunities to discuss their training needs, and this helps to improve the outcomes for children.

Quality of teaching, learning and assessment is good

Children's communication and language development is effectively supported. Staff help to extend their vocabulary, such as encouraging the use of adjectives to describe how paint changes when a darker colour is added. Staff provide effective support to help develop children's reading skills. For example, they learn the letters and the sounds they represent, and join in with patterned language in favourite stories. Children lead their own learning. For example, they observe that their hands are hidden when they paint them and create handprints. Outside, in the fresh air, they pretend to toast marshmallows around a campfire. Children have good opportunities to understand that there are similarities and differences between people in the world. Parents often come into the pre-school to talk about their culture and share stories, sometimes in their home language. Children learn about a range of festivals from around the world.

Personal development, behaviour and welfare are outstanding

Staff support children very skilfully to understand turn taking. For example, children voluntarily organise themselves into a queue to wriggle through the tunnel. Children are extremely kind and considerate. For example, they look after the rabbits, making sure they have enough food and water. Children are extremely friendly and confident. For instance, they seek out the manager to tell her a story about princesses. Staff very strongly promote children's understanding of the importance of recycling in the setting. Children know which bin to put different items of rubbish in and comment, 'It feeds the flowers in the garden'. Staff very effectively support children's physical development. For example, children benefit from a highly nutritious diet and superb opportunities to climb and explore their local environment.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They have wide-ranging opportunities for mark making to support their writing skills. Children learn to write their names. They listen carefully to instructions and follow established routines. Children learn how to dress themselves and manage their personal care.

Setting details

Unique reference number	127242
Local authority	Kent
Inspection number	1089336
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	24
Number of children on roll	27
Name of registered person	Hersden Under 5's Project Committee
Registered person unique reference number	RP519703
Date of previous inspection	5 May 2015
Telephone number	01227 713120

Hersden Under 5's Project registered in 1999. The pre-school is situated within the grounds of Hersden Primary School in Kent. It operates from 9am until 3pm, for five days per week, during term time only. The pre-school employs six members of staff, five of whom hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The pre-school is in receipt of funding for the provision of free early years education for two-, three-, and four-year-olds.

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