

Crockenhill Pre-School

Crockenhill Village Hall, Stones Cross Road, Swanley, Kent, BR8 8LT



Inspection date

4 July 2018

Previous inspection date

14 September 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The key-person approach is effective. Managers and staff have good relationships with parents who are encouraged to support and share information about their children's learning and development at home.
- Managers and staff promote children's early literacy skills well and make learning meaningful. For example, they provide real envelopes and paper for children to write on and a lifelike letter box for them to post them into. Children make good progress from their starting points.
- Children are fully involved in the preparation of snack time to develop their independence and self-help skills, such as cutting fruit and pouring their own drinks.
- Managers and staff act as positive role models and consistently praise children to raise their confidence and self-esteem. They teach children to respect the needs of others and make them aware of the behavioural expectations in the pre-school.
- Managers collect the views of staff, parents and children to help them monitor the effectiveness of the provision and continually improve. For example, they have made a positive improvement to the outdoor environment with help from parents.

It is not yet outstanding because:

- Managers and staff do not fully provide opportunities for children to have access to a wide range of natural materials and resources to explore and investigate.
- The provider and managers have not yet developed a system to establish how well different groups of children learn, such as boys and girls to improve their plans further.

What the setting needs to do to improve further

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

- improve plans further to provide opportunities for investigative and exploratory play
- develop systems to check how well different groups of children learn.

Inspection activities

- The inspector observed children's play and staff interactions both indoors and outdoors and observed the quality of teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation to safeguard children's welfare.
- The inspector took account of parents' comments and views spoken to on the day of the inspection.

Inspector

Jane Winnan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of the procedures to follow if they have concerns for a child's welfare. The provider has clear recruitment, vetting and induction procedures in place to ensure staff's suitability. Managers work together well and share the roles and responsibilities of the family run pre-school. For example, the provider carries out supervision meetings and ensures managers and staff attend meetings and training to improve their performance. Links with local schools are particularly good. Managers and parents work closely together to make sure children have the relevant skills they need for starting school. For instance, parents regularly receive a summary of their children's progress. Parents comment that they are very pleased with the good care and education the managers and staff provide.

Quality of teaching, learning and assessment is good

Managers and staff successfully use their observations and assessments of children to identify what they need next in their learning. For example, they teach older children the letters of the days of the week and the sounds they represent. Managers plan a good variety of activities for all ages of children to develop their physical skills. For example, they provide buckets of water and paintbrushes to motivate children to make marks outside on the fence. Staff fully support children's interests and help them to explore their own ideas and lead their own play. For example, they talk about their ages, when children pretend straws in a sand castle are birthday candles. Staff support children's language skills well. For example, they repeat words and introduce new vocabulary.

Personal development, behaviour and welfare are good

Children develop close bonds with staff, which helps them feel secure and well settled. They play well together and begin to develop friendships. Managers support children to learn about healthy choices and good hygiene practices. For example, they learn about the importance of handwashing after toileting and before snack time. Managers plan ways to support children to value the diversity and background of others, such as looking at Indian sarees. Managers help children to learn about the community in which they live. For example, they visit the local library and a school crossing patrol officer has been into the pre-school to talk about road safety and help keep children safe. Risk assessment is effective.

Outcomes for children are good

Children enthusiastically join in small-group activities and confidently talk about their objects they have bought in from home. Children show they are creative and imaginative in their play. For example, they make up stories based on first-hand experiences. Children practise their mathematical skills well during everyday play. For example, they learn about number and shape, count a tower of blocks and put shapes into a shape sorter.

Setting details

Unique reference number	127132
Local authority	Kent
Inspection number	1126843
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	30
Name of registered person	Iris Waterton
Registered person unique reference number	RP512988
Date of previous inspection	14 September 2015
Telephone number	07958223309 or 07496259850

Crockenhill Pre-School registered in 1982. The pre-school is open Monday to Friday from 9.15am to 11.45am for 38 weeks of the year. On a Thursday, the pre-school have extended the opening hours from 9.15am to 3pm and children can attend all day staying for lunch or choose a morning or afternoon session. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old-children. The pre-school employs five members of staff. All of whom, including the managers, hold appropriate early years qualifications. Both of the managers have early years degrees. The provider holds qualified teacher status.

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