

# Rolvenden Pre-School

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



<b>Inspection date</b>	11 September 2018
Previous inspection date	10 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- The manager has worked closely with the pre-school committee to make strong improvements since the previous inspection. They work well with the qualified staff team to evaluate pre-school practice and implement effective changes, which enhance the quality of care and early education offered.
- Children enjoy exploring the wide range of motivating and stimulating resources. Staff effectively recognise children's interests and use these to create opportunities which enable them to explore and develop their own ideas. Parents talk about how their children 'love' to come to the pre-school. Children develop good skills to support their future learning.
- Staff develop strong emotional bonds with children from the start. Children are happy, settled and secure. They seek and enjoy staff interactions throughout the day. This helps children to develop confidence and self-esteem.

### It is not yet outstanding because:

- At times, staff do not give enough consideration to ways they can fully support the learning and development needs of children who speak English as an additional language.
- Staff do not consistently make the very best use of ongoing observation and assessment to help identify children's rates of progress and meticulously plan highly challenging activities.

## What the setting needs to do to improve further

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

- ensure strategies to support children who speak English as an additional language are fully embedded from the start
- strengthen the use of ongoing observations and assessments, to continually gain the most precise picture of children's progress.

### Inspection activities

- The inspector spoke to key people and viewed individual children's development records.
- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between the staff and children during play activities.
- The inspector spoke to the manager and committee chairperson at different times throughout the inspection, to discuss practice.
- The inspector viewed a range of documentation, including staff records, monitoring information and policies.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager is committed to providing a safe environment for children. She ensures all staff have an understanding of current safeguarding guidance and requirements. They follow well-developed policies to recognise and report any concerns to help keep children safe and protected. The manager effectively monitors staff practice. Regular meetings and training opportunities help staff to implement positive changes to practice. For example, staff use knowledge gained from training to help them to implement simple strategies to further engage and support families. They recognise the impact this can have on children's overall health and well-being. The manager welcomes the views of others to help her further develop the provision. For example, after gaining feedback from parents the manager is working hard with the parental committee to make changes and redecorate the pre-school bathroom.

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

Overall, staff have a good understanding of how children learn. Their positive interactions in children's play help children to practise developing skills. For example, staff enhance children's pretend play as they 'wash' dolls clothes in the home corner. Children work together to push a wheeled box to collect the 'washed' clothes. Taking these outside, children show how they solve simple problems by quickly recognising that they need to carry the box over the rough ground to get to the washing line. Children copy staff demonstrations and start to use their developing physical skills to peg clothes to the line. Using simple questions, staff encourage children to use their emerging mathematical skills to count the number of pegs they have used. The manager and staff team work closely with parents to gather and exchange information regarding children's achievements. This helps them to recognise any gaps in children's learning and ensure a consistency in supporting children's care.

### Personal development, behaviour and welfare are good

Staff maintain a safe and welcoming environment. They work effectively to help children to learn to think about their own self-care and safety, while enabling them to take well-managed risks. For example, children show developing physical skills as they use scissors to cut paper. They talk to staff about the possible dangers of using the 'sharp' scissors. They explain they would need to 'tell a grown up' if they wanted to use scissors. Snack and meal times are social occasions and children learn to manage their own hygiene needs. For example, they independently wash their hands before eating.

### Outcomes for children are good

Children develop well from their starting points. They persevere with simple tasks and show pride in their achievements. For example, children use trial and error to consider how they can lift and carry different sized wooden blocks. They try different methods, such as using one hand for each block. Children quickly recognise that by putting the smaller block on top of the large block they can lift them both together. Children smile and say an excited 'did it' to themselves. These skills help to prepare them for their next stage in learning.

## Setting details

<b>Unique reference number</b>	127503
<b>Local authority</b>	Kent
<b>Inspection number</b>	10077385
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<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>	10 October 2017
<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 midday 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.

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