

Farnham Kids Out Preschool



Farnham C Of E Primary School, Farnham Road, Farnham, Bishops
Stortford, Hertfordshire CM23 1HR

Inspection date	1 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff organise stimulating and interesting experiences that help children to make good progress. All children are inquisitive and curious individuals who are keen to learn. They make dough and experiment with creating various consistencies as they add different quantities of flour, water and foil star shapes.
- The well-qualified manager and staff invest time in building secure bonds with children and their parents during home visits, prior to children attending. This helps children to swiftly settle in to this welcoming setting. They are eager to share their achievements with their key person and authorised visitors.
- Staff form strong partnerships with parents. They provide them with detailed feedback about their children's progress and the activities they have enjoyed. Parents describe the staff as, 'Very happy and friendly'.
- The enthusiastic manager and staff are reflective and regularly evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement.

It is not yet outstanding because:

- Staff do not make the best possible use of their own observations and the initial information they obtain from parents to plan precisely for children's next steps in learning from the outset.
- Staff provide fewer rich and varied opportunities for children to learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- make the best use of the initial information obtained when children begin attending, to plan more precisely for their continued progress from an early stage
- enrich opportunities for children to learn more about people and places in their wider community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector held a meeting with the manager and the provider's personal assistant. She also spoke to the provider on the telephone.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Staff deploy themselves effectively to ensure that children remain in sight at all times, as they choose to play either indoors or outdoors. The manager successfully supports staff's professional development. She holds individual supervision meetings with staff to discuss their performance. The manager and staff work very closely with its sister setting to share good practice. Staff receive good training opportunities. Recent training has increased staff's awareness of new ideas to enhance children's attention skills and extend their vocabulary. The manager thoroughly monitors children's progress. Swift action is taken to address and close any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff consistently take account of children's individual interests to skilfully challenge them in the activities they choose to participate in. Children use scissors and persevere with cutting pieces of wool for their pictures. This helps them to develop the small muscles in their hands in preparation for writing. Staff help children to learn rhythms. Children tap their hands on different parts of their body to create a rhythmic pattern. Staff identify when it is not appropriate to interrupt children's play. This supports children to become deeply absorbed in their imagination as they pretend to make a smoothie in a toy food blender. Staff express a genuine interest in what children have to say. This motivates children to use complex sentences to talk about who lives in the same home as them.

Personal development, behaviour and welfare are good

All staff are positive role models. Children play harmoniously together and use good manners without being reminded to do so. Group time is a positive experience for children. Children demonstrate respect for one another. They listen to how each other are feeling and cheer with delight when their friends say that they feel happy. Staff provide children with clear messages about the importance of a healthy diet. Children develop good physical skills. They use their hands to scoop up large handfuls of conkers and transport them in a trailer to the play kitchen to make a pretend conker cake.

Outcomes for children are good

Children are independent. They confidently manage their own personal needs and make an assessment of the appropriate clothing to wear before playing outdoors. Some children are beginning to write their name and link sounds to the letters that they represent. They use mathematical language within their play, such as 'heavy' and 'light', to describe how the weight of the watering can changes as they water the plants outdoors. All children gain the skills needed to help prepare them for their future learning at school.

Setting details

Unique reference number	EY537297
Local authority	Essex
Inspection number	10076924
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	21
Number of children on roll	10
Name of registered person	Davies, Linda Ann
Registered person unique reference number	RP512553
Date of previous inspection	Not applicable
Telephone number	07943209732

Farnham Kids Out Preschool registered in 2016. It employs two members of childcare staff. One member of staff holds an appropriate early years qualifications at level 4 and the manager has qualified teacher status. The pre-school operates from 8.45am until 3.15pm and Kids Out breakfast club operates from 8am until 8.45am, Monday to Friday, during term time only. The pre-school provides funded early education for three-year-old children.

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