

# Elham Pre School

Elham Village Hall, High Street, Canterbury CT4 6SX



<b>Inspection date</b>	29 November 2018
Previous inspection date	Not applicable

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

### This provision is good

- Staff offer children a range of activities to support them to develop their senses, such as oats and sand to investigate different textures.
- Staff have established strong connections with other early years professionals and the local schools to help ensure children receive a continuity of care and learning.
- The manager effectively monitors staff practice. For instance, staff attend regular meetings to help to identify any specific training needs, to help them improve their already good practice.
- Staff take care when setting out resources to ensure children can fully explore their chosen activity without being disrupted. For example, children have a specific area inside where they can ride bicycles and sit on toys, to support their physical development.
- Children are cared for by a dedicated team of staff. They work closely with parents to help ensure they develop a clear understanding of each child's individual care needs and interests.
- At times, staff do not incorporate mathematical language and ideas into children's daily routines and play activities.
- The provider does not precisely track the progress of individual and groups of children to help accurately target improvements to provide learning of the highest quality.

## What the setting needs to do to improve further

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

- review and improve the opportunities children have to develop their interest in mathematical ideas to extend their learning.
- use information from observations more effectively to monitor the learning and progress being made by individual and groups of children, helping focus teaching even more accurately.

### Inspection activities

- The inspector observed staffs interactions with children indoors and outside.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke to parents to take into account their views on the service they receive.
- The inspector sampled a range of documentation including children's assessment folders, planning information, tracking records and safeguarding policies and procedures.
- The inspector carried out a joint observation with the deputy manager.

#### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is good

The provider has in place secure risk assessments to ensure that staff are aware of any potential hazards. The manager effectively deploys staff throughout the day and staff are constantly vigilant. For instance, staff immediately clean up spillages to maintain children's safety. The manager and staff have a good understanding of the signs and symptoms that might indicate abuse. They confidently talk about where they will report any concerns regarding children's safety and welfare. Safeguarding is effective. The manager and staff have a good knowledge of the early years foundations stage and offer children a constantly evolving environment. For example, they change the selection of resources during the day to reflect children's interest. The manager works closely with staff to monitor the progress of children. She constantly reflects on and evaluates the service the pre-school offers. The manager recognises the importance of having well-trained staff. For instance, she works closely with some other settings to share the cost of training to help improve the quality of teaching.

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

Staff carry out regular observations. They use their in-depth knowledge of the children to help ensure they plan activities based around children's stage of development and interests. Staff make effective use of repetition and commentary to help extend children's vocabulary. For instance, staff talk with the children about the feel of the sand and use descriptive words such as 'squidgy'. Children make good progress in their communication and language skills. Staff support children to develop their listening and attention skills in preparation for school. For instance, they read stories to the children and ask them questions about the characters. Children develop their early writing skills such as using chalks on large paper to explore making marks as they further develop their interest in literacy.

### Personal development, behaviour and welfare are good

Children settle well, and their behaviour is good. Staff help children to learn to share. For instance, children take turns to press the buttons on the laptop as they discover how to use different types of technology. Staff teach children about how to lead a healthy lifestyle. They offer them a range of healthy snacks and encourage them to serve themselves to help develop their independence. Staff encourage children to exercise. For example, children explore different ways to move as they balance, climb and negotiate stepping stones.

### Outcomes for children are good

All children, including those who require additional support, make good progress from their starting points. Children are curious and motivated to learn. For instance, they investigate how to make different sounds using a variety of musical instruments. Children learn to value and respect their own and other people's differences and similarities. They acquire the key skills needed in preparation for their move on to school. For example, children learn how to put on wellington boots and dress themselves before going outside to play.

## Setting details

<b>Unique reference number</b>	EY500776
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076763
<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>	30
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Elham Pre-School
<b>Registered person unique reference number</b>	RP901190
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01303 840041

Elham Pre-School registered in 2016 and is committee run. It operates from the village hall in Elham, Kent. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. The provider is in receipt of funding for the provision of free early education for three and four-year-old children. The provider employs six members of staff, of whom, four hold appropriate early years childcare qualifications at level 3.

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