

Capel-le-Ferne Pre-School



Capel Village Hall, Lancaster Avenue, Capel-le-Ferne, Folkestone, Kent
CT18 7LX

Inspection date	9 January 2019
Previous inspection date	10 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Relationships between staff and children are strong. Staff are good role models for the children and influence their good and considerate behaviour towards each other. Staff are sensitive and responsive to children's needs.
- Staff use various ways to involve parents effectively in their children's learning. Parents value the good-quality care their children receive.
- Staff teach mathematics well. For example, they effectively challenge children to solve problems, compare size and count objects during their play experiences.
- Children are happy and confident and show that they feel secure in the environment and in the staff's care. For instance, they talk confidently about their own experiences to staff and their friends. All children make good progress in their learning and development from their individual starting points.
- Although the manager monitors individual children's progress well, this is not as effective in tracking different groups of children, to identify any trends and close any gaps in learning promptly.
- Staff miss some opportunities to build on children's understanding of the differences and similarities between themselves and others.

What the setting needs to do to improve further

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

- strengthen the monitoring of groups of children's progress, to identify any gaps in areas of learning and development more precisely
- build on children's existing understanding and awareness of the differences and similarities between themselves and others even further.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The manager and staff work well together and accurately evaluate the quality of the pre-school. They actively include the views of parents and children to help identify areas for further improvement. For example, staff have included more opportunities for children to continue their early letter recognition in the environment and practise their early writing skills. The manager continually improves the quality of staff practice, for example by organising relevant training and individual support to raise standards in teaching. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about their children's interests and development at home. They use this well to help them build on children's learning experiences. Staff understand what children know and how they can further support children's good development. For example, children enjoy a construction activity, putting together a train track to run toy trains along. Staff effectively challenge the children to consider the different signals and give them clear explanations to enhance their learning. They help the children to identify the order in which the traffic lights change colour and what each colour means. Staff effectively enhance children's understanding and speaking skills. For example, they emphasise key words during their discussions, such as 'stop', 'long' and 'fast'.

Personal development, behaviour and welfare are good

Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Staff help children to develop their awareness of foods that are healthy. For instance, they provide a choice of nutritious snacks prepared fresh every day. and children enjoy choosing what they like and trying new foods. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop good physical skills and enjoy extra climbing challenges from the play resources within the pre-school. They learn good balance and coordination skills. Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make. Older children identify and write some letters from their own names. Children play and explore cooperatively together. They use their imaginations well, confidently share their views and negotiate their play ideas.

Setting details

Unique reference number	EY306428
Local authority	Kent
Inspection number	10060622
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 - 4
Total number of places	30
Number of children on roll	19
Name of registered person	Capel-Le-Ferne Pre School
Registered person unique reference number	RP535205
Date of previous inspection	10 July 2015
Telephone number	07977 838609

Capel-le-Ferne Pre-School is a privately owned setting. It opened in 1968 and operates from a village hall in Folkestone, Kent. The pre-school is open each Monday, Wednesday and Friday from 8am to 12.30pm, and on Thursday from 8am to 2.30pm, during term time only. It receives early education funding for two-, three- and four-year-old children. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications.

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