

Hextable Village Pre-School

The Gallery, Heritage Centre, College Road, SWANLEY, Kent BR8 7LT



Inspection date	14 January 2019
Previous inspection date	1 July 2016

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

- The managers are passionate about the ongoing development of the pre-school. Staff are well organised and work well as a team. They meet regularly to evaluate the activities and resources available, to offer children opportunities to explore all areas of learning.
- Literacy skills are particularly well promoted. For instance, children eagerly show staff and visitors that they can independently write their names on their art work and hold their pictures up to show their achievements.
- There is a warm and welcoming atmosphere throughout the pre-school. Children are happy, confident and demonstrate that they feel safe and secure. Effective settling in systems support new children who join the setting to settle quickly.
- Children make good progress from their starting points, including those with special education needs, English as an additional language, and speech and language delays.
- Parent partnerships are good. There is an effective two-way flow of communication to support children's care and learning. Parents' are very complimentary about the pre-school and the support that they receive from the staff team. They praise the outdoor experiences children enjoy and the good communication they receive about their children's development.
- Systems for the monitoring and supervision of staff are not yet fully embedded to allow staff to consistently share best practice.
- Although the staff team applies good teaching strategies, there are times when they miss opportunities to stretch and challenge the most able children, to develop their problem-solving skills even further.
- The leadership team do not make the best use of all opportunities to gain the views of parents to help them to improve their provision further.

What the setting needs to do to improve further

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

- embed systems for staff monitoring and supervision to increase opportunities for staff to share best practice, to raise the quality of teaching even further
- extend opportunities to consistently stretch and challenge children, in particular to develop the skills to independently solve problems they come across within their learning and play
- develop further opportunities for parents to contribute their views to help improve the provision further.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector held a meeting with the manager and looked at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of child protection procedures. They know the signs and symptoms that may indicate a child may be at risk of abuse or being drawn into extreme behaviours or ideas. They understand their responsibility to report a concern about a child's safety or well-being. Systems for recruitment, induction and ongoing training are secure. Staff have a good understanding of the setting's policies and procedures. They attend regular staff meetings and appraisals to keep their knowledge up to date. Staff risk assess the environment and help maintain a clean space for children to play in. Staff are deployed well and supervise children effectively. The manager has developed strong partnerships with local agencies and schools to support children's individual needs and their move to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff interact well with children as they play. They make effective use of questioning techniques to develop children's understanding. For example, children are excited to close their eyes to play discovery games. Staff encourage them to think about the texture and shape of items, and give them clues to guess what they could be. Mathematical skills are well promoted. For instance, as children play dominoes, staff encourage them to independently recognise the numbers and match them to their own cards. Children delight when they recognise familiar numbers. They enjoy working together to seek out the next domino to add to the game.

Personal development, behaviour and welfare are good

Staff are good role models and have high expectations of all children. They promote children's social skills particularly well, including encouraging them to take turns, share and help one another. Children's behaviour is very good. They are kind to one another and demonstrate strong skills of cooperation. Staff promote children's independence skills successfully throughout the day. For instance, children help to serve their own snacks and drinks, and learn to put on their coats and wellingtons to play in the garden. Staff and parent volunteers provide exciting opportunities to learn about nature and enjoy the fresh air. For example, children eagerly wait their turn to help plant broad beans in the vegetable patch. Children develop strong physical skills, including hand-to-eye coordination. They learn to use tools to help make holes for the beans and then cover them in soil and feed them water. They are delighted to tell visitors that they will 'grow up and up and up!'.

Outcomes for children are good

Children develop the skills needed for the next steps in their learning and their move to school. They demonstrate good levels of concentration and follow instructions well. Children learn to recognise numbers, shapes and group together items that are the 'same'. They enjoy choosing their favourite books, and learn about their own and other children's cultures. For instance, they enjoyed building dragons for Chinese New Year and making cards and decorations to celebrate Diwali.

Setting details

Unique reference number	EY396796
Local authority	Kent
Inspection number	10074294
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	54
Name of registered person	Hextable Village Pre School Committee
Registered person unique reference number	RP522431
Date of previous inspection	1 July 2016
Telephone number	07720 920308

Hextable Village Pre-School has been operating for 25 years and registered under its current ownership in 2009. The pre-school operates Monday to Friday from 9am to 3pm during term time only. The pre-school receives funding for early education for children aged three and four years. There are ten staff who work directly with the children, eight of whom have appropriate early years qualifications.

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