

Shorne Village Pre-School

Village Hall, The Street, Shorne, Gravesend, Kent DA12 3EA



Inspection date	14 February 2019
Previous inspection date	12 February 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 manager and staff work together well as an enthusiastic team. Regular supervisions and meetings help staff to reflect on their practice and to feel valued.
- Staff create an inclusive environment where children learn to respect themselves and others. They provide a wide range of resources that help children understand about people and communities that are different from their own.
- Partnerships with parents are strong. Staff successfully keep them informed of their child's progress. Parents enjoy taking 'learning journals' home to share with their children. They are very complimentary about staff and comment on how happy their children are to come to the pre-school.
- Staff help children develop a good awareness of keeping healthy and safe. For example, they remind children to wash their hands before eating and to wear helmets when using balance bicycles.
- There are good opportunities for children to develop their early writing skills indoors and outside. For example, they draw pictures with pencils and use paintbrushes with water to make patterns on the blackboard.
- Sometimes, planned next steps for children's learning are too broad. This means staff are unable to plan precisely enough to extend all children's learning to the highest level.
- On occasions, staff miss opportunities to support younger children to engage fully in meaningful play and learning.

What the setting needs to do to improve further

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

- plan more precisely for children's individual next steps in order to help extend learning for all children to the highest level
- strengthen opportunities to engage younger children in meaningful play to ensure all children make the best possible progress.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector held a number of discussions with the manager and provider. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke with parents and took account of their views.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The manager is committed to providing a stimulating learning environment for children. There is a wide range of resources for children to freely access. The manager monitors staff performance effectively to identify areas for development. Staff are supported to attend training which helps to keep their knowledge and skills up to date. The provider and manager consider the views of staff, parents and children as they continuously evaluate the provision. Safeguarding is effective. Robust recruitment and vetting processes ensure all staff are suitable to work with children. Staff know the potential signs of abuse and neglect, and understand the processes to follow to help protect children.

Quality of teaching, learning and assessment is good

The well-qualified staff plan a variety of activities that interest children. For example, they teach children how to make bubbles using soapy water. Staff help children to build on their early mathematical skills well. For example, children sort teddy bears according to colour and count slices of cake in the role-play area. Children enjoy books and listen attentively to stories. This successfully supports their early reading and listening skills. Staff closely monitor children's learning and development, which ensures any emerging concerns are swiftly identified. They liaise with outside agencies to ensure children receive the support they need. Staff provide a range of resources and activities, such as keyboards and toy tablets, that develop children's technology skills as part of their understanding of the world.

Personal development, behaviour and welfare are good

Staff are good role models for children and set clear expectations for children's behaviour. For instance, they teach children about the 'golden rules' of the pre-school, such as sharing toys and taking turns. Children develop secure relationships with staff. They receive lots of praise and encouragement, which positively promotes their emotional well-being and self-esteem. Staff successfully support children through times of change. This includes a flexible settling-in policy that meets children's individual needs. Children learn to manage their own care needs and to understand how their bodies work. For example, they know to remove their jumpers if they feel too warm.

Outcomes for children are good

Children are confident and self-assured. They show a keen interest to explore and investigate. For instance, they make balls with play dough and see how far they will roll. Children enjoy engaging in imaginative role play. For example, they pretend to make each other cakes in the home corner and dress up as builders. All children are making good progress from their starting points. Older children join in small group activities, such as changing their own shoes, to help them learn the skills they need in preparation for starting school.

Setting details

Unique reference number	127541
Local authority	Kent
Inspection number	10063873
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	50
Name of registered person	Shorne Village Pre-School (Kent) LLP
Registered person unique reference number	RP524456
Date of previous inspection	12 February 2016
Telephone number	01474 823315

Shorne Village Pre-school registered in 1991. It is located in the village of Shorne, Kent. The pre-school operates during term time only. It is open on Monday, Thursday and Friday from 9am to 3.15pm and on Tuesday and Wednesday from 9am to 12.45pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff who hold a relevant childcare qualification. Of these, five hold a level 3 and one holds a level 2. There is also one unqualified member of staff.

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