

# Dymchurch Village Hall Pre-school



Village Hall, Orgarswick Avenue Dymchurch, Romney Marsh, Kent TN29  
0NX

<b>Inspection date</b>	28 March 2019
Previous inspection date	27 April 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not consistently use information from tracking and assessments to take appropriate action to help close gaps in children's development. Not all children make good progress in their learning and development.
- Staff do not share detailed information with parents to further support their understanding of their child's learning and development.
- At times, staff do not support older children's literacy skills to help them explore and develop their interests in this further.

### It has the following strengths

- Staff provide a warm, attractive and welcoming environment. Children come to pre-school excited and ready to play and learn. They are at ease and settled.
- Children form good relationships with staff who positively praise and celebrate their achievements with them. This helps them develop confidence and effective attitudes towards learning.
- The manager and staff work well together and are positive role models. Children's behaviour is good and they listen well to staff. For example, when staff explain that children can now go outdoors, they happily tidy away the train track and giggle as they see how many pieces they can carry.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that information from assessments is used effectively to close identified gaps in children's development to support them to make good progress.	31/05/2019

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

- improve partnerships with parents and extend information-sharing about more detailed areas of children's development to develop good outcomes for children
- develop further support for older children to extend their literacy skills.

### Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the manager and discussed children's learning.
- The inspector spoke to children, staff and the chairperson of the committee at appropriate times during the inspection.
- The inspector reviewed documentation such as policies and procedures and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of leadership and management requires improvement

The staff team tracks children's learning and has a secure understanding of their strengths and any gaps in development. However, staff do not consistently use this information effectively to ensure that all children get further help if needed. This means that not all children receive suitable support to make good progress across all areas of development. The manager and committee ensure that the pre-school is a safe place for children to play. Safeguarding is effective. Staff have a secure knowledge of safeguarding concerns and know the appropriate action to take. The manager evaluates the setting and has plans in place to support further development. Overall, the manager supports staff to build on their practice. Staff attend training to develop their skills which has a positive impact on activities for children. For example, staff have developed the support for children to access the sensory play in the mud kitchen. Additional funding is used well to benefit outcomes for children.

### Quality of teaching, learning and assessment requires improvement

Staff do not consistently share detailed information about children's learning with parents. This means that parents are not always aware of how staff are supporting children's learning in the setting. At times, staff do not make the most of opportunities to support older children to extend their literacy knowledge further. Children who learn English as an additional language are well supported. For example, staff know children's language skills in each language they speak and children are able to explore both languages at the setting. Children learn how to explore and experiment with a range of materials. Staff use these opportunities effectively to introduce words to children. For instance, they explain that children are 'mixing' and 'grinding' when they mash leaves and water together using a pestle and mortar.

### Personal development, behaviour and welfare are good

Although there are weaknesses in teaching, these have no impact on children's personal development, behaviour and welfare. Children benefit from being physically active. For example, they do a morning 'wake up and shake up' physical activity and have daily opportunities to explore an interesting and well-resourced garden. Children enjoy being independent and like making choices for themselves. For instance, they use a water dispenser to help themselves to drinks and practise buttering their toast at snack time. Staff encourage children to have a positive understanding of the differences between other people and communities different to their own.

### Outcomes for children require improvement

Not all children make the best possible progress in their learning and development. However, children are confident and are eager to involve staff in their play. For example, staff help children to role play their trip to the hairdresser and support children to use combs and hair clips. Children learn to challenge themselves, for example when they explore the stilts in the garden. Overall, children learn a suitable range of skills to help their move to school.

## Setting details

<b>Unique reference number</b>	127157
<b>Local authority</b>	Kent
<b>Inspection number</b>	10084905
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Dymchurch Village Hall Pre School Committee
<b>Registered person unique reference number</b>	RP900860
<b>Date of previous inspection</b>	27 April 2018
<b>Telephone number</b>	07936722042

Dymchurch Village Hall Pre-school registered in 2000 and is in Dymchurch, Kent. The pre-school is open every weekday from 8.30am to 3pm, term time only. The provider receives funding for the provision of free early education for children aged two, three and four. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager holds qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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