

# Cobham Community Pre-School



Meadow Rooms, The Street, Cobham, Gravesend, Kent DA12 3BZ

<b>Inspection date</b>	18 June 2019
Previous inspection date	22 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 closely monitor and track the progress of individual children and specific groups. This enables them to promptly highlight any gaps in their development. They provide good support to help children catch up and continue to make good progress.
- Staff establish positive relationships with children. They visit them at their home before they start at the setting to get to know their individual personalities well. This helps children settle quickly, happily and confidently into their play.
- All staff build and maintain good partnerships with parents and keep them fully involved and informed in their children's learning. For example, they encourage them to regularly add to their children's learning records and share their achievements from home.
- The manager and staff establish positive partnerships with other early years professionals. They regularly communicate with staff at settings children also attend and share the next steps in their learning. This helps them provide children with a good, consistent approach to their shared care and learning.
- All children have good opportunities to challenge their physical skills. They explore different ways to move their bodies. For example, they jump over hurdles in exercise sessions and get into different positions in yoga sessions with confidence.
- There are good opportunities for children to develop their mathematical skills to help prepare them for their future move to school. For instance, they recognise numbers up to 10 in matching games and learn more difficult shapes, such as 'cube' and 'sphere'.
- Staff miss some ways to support children to be more independent and complete their own tasks more consistently, to help them gain further skills to support their future learning.
- Staff do not consistently extend children's respect and understanding of other people's similarities and differences from around the world.

## What the setting needs to do to improve further

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

- extend children's opportunities to be more independent and complete their own tasks consistently
- build on children's respect and understanding of other people's similarities and differences outside of their own communities and religious beliefs even further.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff evaluate their practice effectively together. For example, they hold daily discussions to reflect on how well the day's events maintained the interest of children. They use their findings to support their future activity plans to help keep children motivated to learn. The manager closely monitors the quality of care and teaching staff provide. She observes staff daily and provides them with helpful advice to support their future performance. The manager and staff are keen to build on their knowledge and skills further and keep up to date with new early years information. They attend regular beneficial training. For example, they have learned about the different ways to engage and challenge children in the outdoor learning environment. Staff use additional funding effectively to meet the needs of individual children. For example, they have purchased additional resources to support children to be more confident to communicate and express their emotions. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to raise and follow up concerns.

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

Staff skilfully help prepare children for their eventual move to school. Children write their name and simple words with confidence. Staff support children to develop good communication skills. For example, they consistently ask challenging questions and give them time to think and then respond. They reinforce the correct pronunciation of words sensitively. Children have good opportunities to develop their creativity. For example, they explore paint in a variety of ways, such as with cotton wool and clingfilm. Staff build on children's interests well. For instance, children who have an interest in the emergency services go on to enjoy visits and educational talks from the ambulance service.

### Personal development, behaviour and welfare are good

Children are polite and behave well. They say 'please' and 'thank you' with no reminders. Children develop good social skills and build meaningful friendships. They play happily together and share and take turns with resources maturely. Children develop a good understanding of the importance of healthy eating. They are keen to harvest their herbs, fruits and vegetables to taste at snack, such as strawberries, carrots and fennel.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. Children develop good abilities to support their future learning. For example, children confidently recognise simple words and have a keen interest in a wide range of reading materials. Children explore and investigate the natural world and learn about life cycles. For example, they enjoy watching their caterpillars flourish into butterflies. Children have good opportunities to take on risks and challenges safely, such as when roasting marshmallows during campfire activities.

## Setting details

<b>Unique reference number</b>	127119
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108459
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Cobham Community Pre School Committee
<b>Registered person unique reference number</b>	RP525439
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	07562 666408

Cobham Community Pre-School registered in 1993. It is located in a community hall in Gravesend, Kent. The setting is open Monday to Thursday from 9.15am to 3pm and Friday from 9.15am to 11.45am, term time only. It receives funding to provide free early education for children aged three and four years. The setting employs eight members of staff, seven of whom hold a relevant early years qualifications at level 2 or above. This includes one member of staff who has qualified teacher status.

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