

# Inspection of Dymchurch Village Hall Pre-school

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

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Inspection date: 11 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at the setting, and they are happy and content. They have good opportunities to develop positive social skills and build meaningful friendships. For example, they wait patiently, share and take turns in group games. Children show kindness and empathy towards others, such as comforting children who briefly appear a little upset. All staff are positive role models. Children behave well and they are polite. Children recall the rules and boundaries daily and know what is expected of them. Staff meet children's care needs well. Children develop good physical well-being. For example, they self-sufficiently wash their hands after toileting and follow good health and hygiene routines with confidence. Staff build on children's ideas and interests well and help children to bring their imaginations alive. For example, when children are excited by a story about a 'leaf man', they enjoy going on a walk to discuss autumn, and collect leaves and natural objects, which they use to make their own version of the 'leaf man'. Children regularly enjoy nature walks, which help them to explore a variety of sensory materials, such as conkers and fir cones. Staff use additional funding to support children to reach their full potential, such as providing additional sessions at the setting.

## What does the early years setting do well and what does it need to do better?

- Staff get to know children and their individual personalities well. They meet their individual care routines and consider their likes and dislikes. Children have a good sense of belonging and positive well-being and self-esteem. Overall, staff have a high expectation of children's abilities. However, they do not consistently encourage children to complete their own tasks and be even more independent.
- Staff establish positive relationships with parents and keep them involved in and informed about their children's learning. For instance, they encourage them to add to their children's learning records regularly. Staff routinely share resources and activity ideas with parents. For example, parents borrow storybooks with puppets to enjoy with their children at home.
- The manager and staff evaluate their practice together effectively. For instance, at the end of each day they reflect on how well the day's activities motivated children to learn. The manager closely monitors the quality of care and education that staff provide to children. For example, she holds regular one-to-one meetings and routinely video records staff interacting with children, to discuss with them to advance their ongoing performance. Staff attend training beneficial to their practice. For instance, they have learned about the different ways to support children to communicate.
- Children have good opportunities to develop their early literacy skills. They have a keen interest in books and recognise letters and simple words with confidence. Children confidently write their names and explore marks they make, such as using lightboards and chalks to write letters.

- Staff support children to develop good communication skills. For example, they consistently ask thought-provoking questions and give them time to think and then respond. Children are keen to share their ideas and communicate with confidence. They enjoy a wide range of singing, for example they engage in action ring songs such as ring-a-roses with their friends.
- There are good opportunities for children to challenge their physical skills. For instance, they negotiate obstacles and balancing and climbing equipment, such as crates, tyres and firefighter poles.
- The manager and staff establish positive partnerships with other early years professionals. For example, they communicate with other settings regularly to share activity ideas. Staff implement the new ideas into the plans. This helps them to keep children motivated to learn.
- Staff have a good knowledge of the curriculum and provide children with activities that keep them interested. Staff ensure that they provide children with the skills they need to succeed. However, staff do not make the most of ways to extend children's skills and interest in mathematics even further. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge and understanding of the safeguarding and child protection policies and how they help keep children safe and protect their welfare. Staff know who to contact to seek additional advice and raise and follow up any concerns. Staff complete thorough risk assessments which include all areas of practice, such as the indoor and outdoor learning environments. Staff teach children how to remain safe. For example, when they go on regular visits to the beach, they discuss how to be safe near the water.

## What does the setting need to do to improve?

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

- encourage children to be independent and complete their own tasks consistently
- extend children's opportunities to develop their interest and skills in mathematical activities and language to help them gain more skills to support their eventual move to school.

## Setting details

<b>Unique reference number</b>	127157
<b>Local authority</b>	Kent
<b>Inspection number</b>	10102622
<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 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Dymchurch Village Hall Pre School Committee
<b>Registered person unique reference number</b>	RP900860
<b>Telephone number</b>	07936722042
<b>Date of previous inspection</b>	28 March 2019

## Information about this early years setting

Dymchurch Village Hall Pre-school registered in 2000. It is located in a village hall in Dymchurch, Kent. The pre-school is open Monday to Friday from 8.30am until 3pm, term time only. The pre-school receives funding to provide free early education for children two, three and four years. The pre-school employs four members of staff, all of whom hold relevant early years qualification at level 2 or above. This includes one member of staff who has qualified teacher status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact, interaction and learning opportunities available to children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

We carried out this inspection 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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