

Inspection of Little Cubs Palmarsh Pre-School

Palmarsh Primary School, Hythe CT21 6NE

Inspection date: 1 November 2019

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|------------------------------|-------------|
| Overall effectiveness | Good |
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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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at this pre-school happy to see the warm and welcoming staff. Staff make time for parents and carers to share information and chat about experiences that the children have had outside the pre-school. Children quickly settle into playing with the stimulating range of toys that staff provide. Children and parents who find it more difficult to separate from each other are well supported by compassionate staff. Parents comment that staff provide valuable support and that their children enjoy their time in the pre-school.

Leaders and managers work with staff to plan a stimulating range of activities designed to build on what children already know. They gather robust information before the children start at the pre-school. For example, they complete home visits and gather information about children's abilities and interests.

Children's behaviour is good. Staff provide clear guidance that helps children learn how to be kind and follow the rules. For example, children remind each other that they sit down when they are eating so that they do not choke on their food. Leaders and managers have high expectations for every child.

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

- Leaders and managers are ambitious to improve the pre-school. They work with their staff team, parents and children to evaluate the provision and plan improvements. Managers and staff frequently discuss children's progress at staff meetings and supervision sessions. Children who need additional support are identified early. Leaders and managers work with parents and other services to quickly put in place plans that are understood by all. This results in a coherent approach that supports all children to develop and learn.
- Staff use mathematical language as they play with children. For instance, they encourage children to notice shapes and sizes when playing with play dough and carrots. However, support for children's early writing skills is less well developed as staff do not always support children to notice letters or practise their early writing skills. Staff provide children with plenty of opportunities to enjoy books, and their language skills are well supported. For example, they sing songs that they have made up with the staff.
- Children are curious and determined in their learning. They approach adults with confidence to share their thoughts and achievements. Staff teach children to learn the routines of the setting. Children learn how to follow instructions and take responsibility. For example, children enjoy clearing the table and helping to wash up the dishes after snack time, supported by staff who gently remind them to dry all the bubbles and check their work. This helps to prepare children for the next stage in their learning.

- Staff provide a range of healthy snacks for the children. They use snack time to extend children's learning. For instance, they provide pumpkin soup and use this to teach children about what pumpkins look like inside. Children learn to recognise them as food as well as decorations. Sometimes, staff do not allow the children the time they need to do things for themselves.
- Staff provide plenty of opportunities for children to be physically active. Children spend time every day in the interesting garden. They develop their physical skills as they transport sand in wheelbarrows and navigate the different levels. They learn to manage risks and be careful of the other children, for instance as they experiment with climbing up the slope of the slide, supported by attentive staff.
- Staff make good links with the co-located school. Children's transitions to this school are well supported and the relationships continue as children from the school attend the after-school activities provided by the setting. Leaders and managers work with all schools children will attend, in order to support all children's transitions. For example, they provide old school uniforms for dressing up and make information books for the children to learn about their new schools.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a clear understanding of what is needed to keep children safe and well. Staff complete effective safeguarding training. They know how to identify children who might be at risk and their responsibilities to keep children safe. All staff understand how to report concerns, including any concern about another member of staff or managers. Leaders and managers have completed safer recruitment training. They have developed and implement robust procedures to ensure that they recruit staff who are suitable to work with children. Leaders and managers make regular checks to ensure staff's continued suitability.

What does the setting need to do to improve?

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

- develop further staff's good teaching skills so that they take advantage of every opportunity to teach children to begin to recognise letters and develop their early writing skills
- provide children with more opportunities to develop their self-care and independence skills during free-play and routine activities.

Setting details

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| Unique reference number | EY550665 |
| Local authority | Kent |
| Inspection number | 10123466 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 1 to 10 |
| Total number of places | 30 |
| Number of children on roll | 13 |
| Name of registered person | Fill, Kelly-Marie |
| Registered person unique reference number | RP535596 |
| Telephone number | 01303 239118 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Cubs Palmarsh Pre-School registered in 2017. It is located in Hythe, Kent, in the grounds of Palmarsh Primary School. The pre-school is open on Monday to Friday from 8am to 6pm for most of the year. It receives funding for two-, three- and four-year-old children. The pre-school employs five members of staff, all of whom hold relevant early years qualifications at level 3 or above, including one who is qualified to level 6. The provider also offers after-school club activities on this site.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector and the owner had a tour of the pre-school on a learning walk. They discussed recent improvements and the owner's plans for further developments.
- The inspector spoke to some parents and took account of their views.
- The inspector spoke to staff and children during the course of the inspection.
- The inspector looked at a sample of policies and procedures, including the arrangements for safeguarding children.
- The owner and the inspector observed activities together and discussed how teaching is monitored.
- The inspector observed the quality of teaching and the impact this has on children's learning and development.

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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