

Inspection of Teynham Community Pre-School

Station Road, Teynham, Sittingbourne, Kent ME9 9BQ

Inspection date: 7 January 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly confident and happy at the safe and secure setting. Their behaviour is impeccable and they are extremely polite. They gain an excellent understanding of the importance of healthy eating. For example, children evaluate how healthy the contents of their lunch boxes are at mealtimes.

Children have outstanding opportunities to challenge their physical skills. They negotiate more complicated equipment, such as climbing walls and tree swings, with exceptional levels of confidence. Staff encourage children to participate in activities that require excellent levels of maturity. They use real tools, such as saws and hand drills, to build their own wooden resources. Staff use additional funding to meet individual children's learning needs exceptionally well. For instance, they purchase additional resources to enhance some children's physical skills, such as two-wheeled bicycles with no stabilisers.

Children have excellent opportunities to learn about the natural world around them. For instance, they confidently recognise and name a variety of different birds, such as great tit, wren and long-tailed tit. Staff build on children's ideas and interests particularly well. When children learn about sea life, they go on to consider recycling and the impact of pollution in the sea. They participate in activities such as litter picking, to develop their understanding and respect of the environment and other living things.

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

- Staff establish exceptionally positive, secure and trusting relationships with all children. They get to know their individual personalities, routines and interests extremely well. Children have outstanding levels of well-being, self-motivation and have an excellent sense of belonging. They take part in activities which enable them to discuss any worries they have and put their minds at rest immediately. For instance, they place their worries in 'Wilbur the Worry Monster' to address as a group. Children are extremely kind, caring and empathetic.
- Staff establish outstandingly positive partnerships with parents and keep them exceptionally well informed and involved in their children's learning. Staff frequently share children's learning experiences and information from routine training workshops with them. For instance, parents are invited to learn about children's imaginative play and learn about how to keep their children safe online.
- The manager and staff establish extraordinarily good partnerships with staff at other settings children also attend. They provide children with an incredibly positive approach to their shared care and learning experiences. For instance, they share next steps in their learning and routinely observe children together.

All staff support all children with special educational needs and/or disabilities to exceed expectations. For example, they liaise regularly with outside professionals and specialists to share helpful strategies and ideas, such as implementing more sensory resources.

- Staff have an incredibly good knowledge of all seven areas of learning. They provide children with extremely enthralling and fascinating experiences to keep them motivated to learn. Staff ensure that they enthusiastically provide all children with the skills they need to succeed and make outstanding progress. This includes those who speak English as an additional language.
- All children are extremely confident to communicate their ideas. They have an extensive range of vocabulary and they speak fluently. Staff encourage children to learn and use new words. For instance, children talk about 'hydraulics' when engaging in garage role play and use new words such as 'frolicking' as they play.
- The extremely passionate and dedicated staff team attend incredibly beneficial training to support them to enhance their already impressive skills and knowledge. For example, they have learned in growth mindset training about the different ways to support children to have positive mental well-being. All staff evaluate their practice astoundingly well together. For instance, they observe each other teach children daily and set highly challenging targets to meet. The manager closely monitors the consistency of care and teaching staff provide to all children. This is demonstrated as she holds daily evaluation meetings with all staff to discuss how much of a positive impact the day's events had on children's learning. They use the findings to enhance their plans and performance even further.
- Children have exceedingly good opportunities to respect and understand other people's similarities and differences outside of their own communities and religious beliefs. They learn about an extensive range of faiths, such as Buddhism and Judaism. Children learn words in other languages, such as Bulgarian and Romanian. The setting is incredibly diverse and inclusive.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. They know how to successfully keep children safe and protect their welfare. Staff know who to contact to seek additional advice and raise and follow up any concerns. They discuss safeguarding issues daily and the manager provides staff with weekly quizzes and different scenarios to ensure that their knowledge remains current. Staff teach children how to keep themselves and others safe. For example, children are encouraged to take an active and independent role in risk assessing their activities and the environment each day.

Setting details

Unique reference number	127676
Local authority	Kent
Inspection number	10128688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	27
Number of children on roll	50
Name of registered person	Teynham Community Pre School Committee
Registered person unique reference number	RP519610
Telephone number	01795 522004
Date of previous inspection	19 April 2016

Information about this early years setting

Teynham Community Pre-School registered in 1993. It is located in the grounds of Teynham Primary School in Sittingbourne, Kent. The setting is open Monday, Tuesday, Thursday and Friday from 8.50am until 3pm, and Wednesday from 8.50am to 11.50am, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, seven of whom hold relevant early years qualification at level 3 or above. This includes one member of staff who holds a level 4.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector observed all staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact of the learning opportunities on children's learning.
- The indoor and outdoor learning environments were reviewed by the inspector.
- The inspector looked at written documentation, including staff training, and safeguarding and child protection policies and procedures.
- The views of children, parents and staff were listened to and considered by the inspector.
- The inspector carried out a joint observation with the manager of a sand activity outdoors.

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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