

Inspection of Wye Under Fives Accredited Pre-School

Village Hall, Bridge Street, Wye, Ashford, Kent TN25 5EA

Inspection date:

14 February 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive eager and happy, and they quickly settle into the friendly and welcoming pre-school. Every child is greeted enthusiastically by interested and nurturing staff, who encourage them to self-register and wash their hands before playing. There is a calm yet purposeful buzz of activity as children are instantly attracted to the exciting toys and resources. The staff know what children like and what they know, and they plan a stimulating curriculum that encourages children to explore and enjoy their learning. For instance, children excitedly gather to test out how far toy cars will travel down pipes and guttering.

The committee did not have a thorough knowledge of how to follow its recruitment guidelines when recruiting the manager. Documents that should be held in the nursery about this process are not available for inspection. This is a breach of requirements. However, the newly elected committee has already identified weaknesses in the staff recruitment process and has immediately put systems in place to address this issue. For instance, the committee members have recently followed their processes during the recruitment of a new member of staff, including taking up references and making suitability checks. All staff, including the manager, have Disclosure and Barring Service checks in place. These improvements mean that there is no significant impact on children's welfare and safety.

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

- Leaders did not provide the manager with an induction process or put in place supervision meetings to support her transition into the role. However, a newly elected committee has now scheduled meetings with the manager, and a programme of induction is in place for a new member of staff.
- The manager encourages staff to access professional development opportunities. For instance, some staff have recently attended training to improve support for children with special educational needs and/or disabilities. Staff say they feel very supported and happy in their roles.
- Staff have high expectations for children's behaviour. They act as good role models for children's polite manners and respectful behaviour. Children are supported to understand their feelings and to use words to explain what they need. Children demonstrate good self-esteem and well-being.
- Children enjoy playing with and manipulating dough. They extend the fun by asking to add glitter, which they carefully pour into it. They squeeze and squash the dough and make marks in the glitter with their fingers. These experiences help to strengthen muscles in their fingers to support their early writing skills.
- Children develop good hygiene routines. Staff have prepared a 'handwashing station' to encourage children to wash their hands before eating and after playing outside. Children enjoy a wide range of nutritious foods as they learn to

make healthy choices.

- Outside, children develop their physical skills in the inspirational outdoor environment. They challenge their balance and coordination as they step across textured stepping stones and build walkways with crates. Staff help children practise skills they have learned as they share games of football or throw and catch balls.
- Children have good communication and language skills. They enjoy conversations as they share stories, talk about the weather and discuss their interests with one another. They listen carefully to the sounds at the start of words and begin to recognise letters, such as those that start their name. Children are learning skills that will support their future learning, including when they go to school.
- Staff make accurate assessments to identify next steps in children's learning. When children need more support, staff quickly put in place interventions to prevent them falling behind their peers. The manager makes good use of additional funding to ensure all children receive well-targeted support.
- Staff know how to step into children's play to extend their learning. For instance, while children pretend to cook cakes in the role-play area, staff sing number rhymes and help them count from one to 10, as they play alongside them.
- Parents are very happy with their children's care. Staff are always available to speak with them or help with ideas for supporting learning at home. For example, children borrow books from the nursery library to read at home. The effective key-person system supports children's emotional well-being and ability to make strong attachments.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very good understanding of safeguarding and child protection. They know what to do if they have concerns about a child's welfare or safety. The manager holds regular meetings where staff can raise sensitive issues or gain a deeper understanding of wider safeguarding issues such as extremism or radicalisation. All staff receive specific training to update their knowledge. For instance, they all know the procedure to follow should an allegation be made against a member of staff, the manager or committee member. This helps to keep all children safe. Safeguarding policies and procedures are shared with parents.

What does the setting need to do to improve?

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

	Due date
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ensure that robust procedures are in place for recruitment, including detailed records about staff qualifications, identity checks and vetting processes, to ensure that staff are suitable to work with children	28/02/2020
ensure that all records are easily accessible and available for inspection.	28/02/2020

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

- ensure that all committee members support the manager and staff and have a good understanding of their roles and responsibilities
- develop and implement an effective induction process for new staff to maintain the already good practice and teaching
- improve systems for effective self-evaluation to quickly recognise and address any potential weaknesses in practice, policies and procedures.

Setting details

Unique reference number	960662
Local authority	Kent
Inspection number	10128703
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	56
Name of registered person	Wye Under Five Committee
Registered person unique reference number	RP521412
Telephone number	01233 812235
Date of previous inspection	21 March 2016

Information about this early years setting

Wye Under Fives Accredited Pre-School registered in 2000 and is in Wye, near Ashford, Kent. It is a committee-run group and is open Monday to Friday from 8.45am to 3pm, term time only. The pre-school receives funding to provide free early education for children aged two-, three and four-years. The pre-school employs seven staff, including the manager, five of whom hold appropriate early years qualifications from levels 2 to 3.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector held meetings with the manager and committee members, and spoke with all staff at appropriate times throughout the inspection.
- The manager spoke with the inspector about her curriculum for children on a learning walk around the setting.
- The inspector took parents' and children's views into account by speaking with them.
- The inspector looked at a range of documentation, including records of children's progress, the pre-school's self-evaluation and improvement plans, evidence of staff suitability, and policies and procedures.

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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