

Inspection of Lyminge Pre-School

Lyminge Village Hall, Woodland Road, Lyminge, Folkestone, Kent CT18 8EW

Inspection date: 2 February 2022

| 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 thrive at this child-centred, nurturing pre-school. They are excited to attend, skipping happily through the doors and quickly settling to an activity of their choice. They clearly demonstrate very close bonds with their key person and also have great friendships with their peers. They have lots of fun throughout the day playing with their friends, such as role playing in the house and mud kitchen, giving each other rides on the bikes and drawing around their friends with chalk. They problem-solve and work as a team to answer questions such as 'I wonder why?' and 'How does that happen?'

Staff know all children extremely well and design exciting and engaging activities to captivate the interest of all children. They have high expectations for all and work well to include every child in activities by enticing them in with thought-provoking starters. For example, children search for real worms to explore nature, and find apple seeds to begin investigating planting and growth. Staff encourage children's natural inquisitive nature and use questioning well to extend and deepen their understanding and language.

Children demonstrate that they feel extremely safe and cared for by fully engaging with all activities, adults and their peers. Huge smiles, squeals of glee and shouts of wonder can be seen and heard throughout the day.

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

- The passionate, ambitious and dedicated staff team has a strong and clear vision for the pre-school. Staff provide a wonderful broad curriculum designed to ignite the curiosity and wonder of all children. For example, children stare in awe as they explore mirror reflections dance across the walls, shouting 'Look! What's happening?' Children are inspired, highly involved and motivated, and therefore make exceptional progress across all areas.
- Children's speech and language skills are superbly supported by every member of staff. Staff speak extremely clearly, ask children precise and well-considered questions and give them ample time to consider a response. Staff consistently extend children's language, using words such as 'juicy', 'crunchy', 'sweetness' and 'flesh' when discussing their lunch.
- All children, including those with special educational needs and/or disabilities (SEND), are skilfully included and welcomed into every learning opportunity. For example, a child was enticed in by looking at real worms and was then supported to hear new language, take turns and interact with his peers. This leads children to achieve the best possible outcomes for them, which can even exceed the expectations of their parents.
- Children demonstrate exemplary behaviour. They have great respect and care

for each other. For example, they share stories while smiling and clapping in excitement together, hug each other, hold hands and invite each other into their games. As a result, children have improved well-being, self-esteem is high and they can fully immerse themselves in play to achieve their full learning potential.

- Staff provide excellent opportunities for children to learn about the world around them. They regularly go for walks in the local area, purchase their own snack items from the local shop and explore road safety. Parents have come in to speak with the children about different occupations, including farming, the police and paramedics.
- The manager and staff have recognised the impact that the pandemic has had on children's emotions and have developed ways to support them. They provide small-group sessions with a play therapist where they can explore feelings and build their confidence, resilience and social skills. Staff consider the language of feelings throughout the day, for example by making different facial emotions, drawing them and discussing what makes a worm happy. This means that all children, including those who are new, are settled, happy and confident.
- The manager provides focused and highly effective professional development for all staff, including apprentices. She utilises their skills and knowledge in the best way to support all children. Staff feel valued and part of a team, and every child receives the best possible care for them to thrive. This prepares children extremely well to move on to the next step in their learning.
- Highly effective partnerships with parents and professionals allow for great consistency in each child's learning and development. Parents are extremely happy with the care provided for their children. They highlight the exceptional support and guidance received from staff for children with SEND. Parents comment that 'the staff here genuinely care so much about each of the children' and 'they strive to make a difference'.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a thorough understanding of child protection and the wider aspects of safeguarding. This includes reporting allegations and what to do if they have concerns about a child. They regularly receive training to keep their knowledge up to date and additional training is sought to ensure the safety, inclusivity and well-being of all children and staff. This supports children and their families' well-being exceptionally well. New staff receive a thorough induction to prepare them for their responsibilities and to ensure that they are familiar with the setting's safeguarding procedures. Staff undertake effective risk assessments of the pre-school environment, which helps to reduce and minimise any potential hazards.

Setting details

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| Unique reference number | 127357 |
| Local authority | Kent |
| Inspection number | 10113442 |
| 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 at time of inspection | 2 to 4 |
| Total number of places | 36 |
| Number of children on roll | 35 |
| Name of registered person | Lyminge Preschool Committee |
| Registered person unique reference number | RP902033 |
| Telephone number | 01303 863 149 |
| Date of previous inspection | 25 February 2016 |

Information about this early years setting

Lyminge Pre-School opened in 1969 and registered in 2001. It is located in Lyminge, Kent. The pre-school is open from 8am to 5pm Monday to Thursday and from 8am to 3pm on Friday, during term time only. The committee employs nine members of staff, including an administrator. Of these, five hold appropriate early years childcare qualifications at level 3, and one holds level 2 and a play therapist degree.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff, interacted with children and viewed appropriate documentation.
- Parents shared their views about the setting with the inspector.

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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