

Inspection of Wye Under Fives Pre-School

The Small Village Hall, Bridge Street, Wye, ASHFORD, KENT TN25 5EA

Inspection date: 14 September 2022

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 are warmly welcomed in to the pre-school by their key person. Even very new children quickly settle in the calm and relaxed atmosphere. Staff know every child individually and provide activities and toys that they know will entice and excite each child, such as dinosaurs in the sand tray and junk modelling for free-art exploration. Children build close relationships with staff who guide them very well in making friendships with their peers. They readily enjoy playing together and inviting each other into their imaginary games of trains and crocodiles. They share resources beautifully when making decorative masks and seek to help their friends when they are upset.

Staff provide a curriculum that is engaging for all children, including those with special educational needs and/or disabilities (SEND). Children spend a lot of time outdoors, building on social and physical skills. They enjoy negotiating obstacle courses and squeal with excitement when taking turns on the slide. Children come together for small-group activities, such as song time throughout the day, increasing their sitting and listening skills. They are supported to be independent, confident and happy learners, who are well prepared for the next stage of their learning.

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

- Staff provide a curriculum that is engaging and interesting to all children. Maths is embedded across activities. For example, children have fun using a garden clock to learn about number and time when playing, 'What's the time Mr Wolf?' Staff play alongside children and encourage free choice, independence and social skills. This supports children to be ready for school.
- Staff ensure that the curriculum is equally accessible to children with SEND. They are quick to adapt the environment and use funding to provide activities to support children to feel safe and happy and able to engage. This ensures all children's needs are considered and met and they can all make good progress.
- While the curriculum is interesting and varied for children, some staff do not fully understand how to plan and deliver a curriculum based on children's interests and developmental needs that further deepens learning and aids progress. The manager recognises the need to provide further support for some staff, to raise the quality of teaching to a higher level.
- Some staff model language well. For instance, when collecting rain from the trees and using pipettes to continue this exploration, they model new words such as 'empty', 'full' and 'squeeze'. However, some staff are less confident at engaging the children in discussions that provide new words and a deeper understanding. These inconsistencies mean that children are not best supported in their communication and language development.

- Children behave well throughout the day. Staff are consistent about behaviour expectations and support children to understand and regulate their emotions with apparatus, such as sand timers. As a result, children are respectful and kind to each other.
- Children focus and engage well in all activities with big smiles on their faces. They are often heard laughing and playing together. They look to their adults for reassurance and receive high praise for their achievements. This supports children to have a sense of pride and well-being and an enthusiasm for learning.
- Staff teach children to build confidence and to take risks in a safe environment. For example, they are shown how to safely use scissors and are supported to explore for themselves how to make their art and craft masks strong. They enjoy taking risks in the garden and hold each other's hands to keep each other steady on the obstacle course. This supports children's problem-solving skills and ability to deal with challenges.
- While staff do teach children to be kind and tolerant of one another, they are not so good at supporting children to recognise their similarities and differences. They don't always give children opportunities to explore their lives, cultures and home languages and share this with their friends. This doesn't support them so well in understanding their own uniqueness.
- The manager has a clear vision for providing high quality care and education to all. She is good at identifying training needs for her staff and ways in which to alter practice. Leaders work very well together to support each other and the staff. This creates an environment that is continually evaluative and seeks to improve outcomes for all.
- Parents are very happy with the care and education provided here. They feel that staff are 'focussed entirely on the happiness, wellbeing and development of the children'. These strong parent relationships help to support the continuity of care and learning across pre-school and home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of child protection issues and their roles in safeguarding all children. All staff complete regular training to update and expand their knowledge. Staff are clear about the importance of making prompt referrals should they have any concerns about a child. Staff undertake effective risk assessments of the pre-school environment, which helps to reduce and minimise any potential hazards. The manager follows safer recruitment procedures to make sure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen staff's use of language, to ensure that all staff are consistently extending and developing language for all children
- support staff to develop a deeper understanding of how to deliver the curriculum, to further improve teaching skills and outcomes for children
- provide children with opportunities to celebrate and share with others, their home languages and cultural experiences, to make them feel even more valued and unique.

Setting details

Unique reference number	2578486
Local authority	Kent
Inspection number	10249095
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	50
Name of registered person	Wye Under Fives Cio
Registered person unique reference number	2578485
Telephone number	01233 812235
Date of previous inspection	Not applicable

Information about this early years setting

Wye Under Fives Pre-School registered in 2020. It operates from the village hall in Wye, near Ashford in Kent. The setting is open from 8.45am to 3.15pm, each weekday, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six staff who work with the children, five of whom hold a level 3 qualification and one who holds a level 2 qualification.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- This was the first routine inspection the pre-school 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 spoke with staff, interacted with children and viewed appropriate documentation.
- The inspector carried out joint observations with the manager.
- 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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