

# Inspection of Leybourne Pre-School

Village Hall, Little Market Row, Leybourne, WEST MALLING, Kent ME19 5QL

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Inspection date: 17 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children enter the setting with ease. They are happy to leave their parents and carers and show they know the routines well. They independently place their coats and lunches on the trolley as they enter. Children settle quickly. They are provided with activities that interest them and keep them engaged. For example, the role-play hairdresser's captivates the children. They speak about what they want the models to look like, using tools and resources, such as hairbrushes and curlers to support. Children play cooperatively, showing good levels of maturity.

Children benefit from a curriculum that is well planned and well delivered. They benefit from a range of learning experiences that meet their needs well. For example, children are taught to look after themselves,. The 'snuffle station' provides children with opportunities to be independent and to learn about germs. Children are becoming effective communicators, and they can get their needs and wants across. Children speak about what they are doing as they play. For instance, in the creative area children talk about the marks that they make and communicate with staff about what they are making and how.

Children understand the behaviour expectations. The pre-school is laid out effectively, allowing children the space and freedom to explore. Children are kind. They welcome others into their play. For example, when children play with the building blocks and others approach, they will share their blocks and move to allow them into the circle. Staff regularly praise children's behaviour. Children have excellent relationships with the staff and aim to please. Children's well-being is high.

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

- The manager along with the staff team have worked hard to implement an effective curriculum since their last inspection. Staff know the children well and create an environment that meets their needs. Staff have a clear understanding of children's next steps and will use this to inform the curriculum and what activities are provided.
- Children with special educational need and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) has a good understanding of the needs of the children. Parents are invited into speak to key people regarding the support children are receiving from outside agencies. Staff provide consistency as they work on targets set, and feed back the progress to parents. The SENCo communicates effectively with the staff team to ensure that they are aware of children with SEND.
- Parents praise the staff team. They describe them as 'friendly and approachable'. The manager recognises the importance of working closely with

parents and has begun to introduce systems for sharing information about children's time at pre-school. However, the information currently being shared is not directly focused on children's learning. This impacts on parents ability to further build on children's progress at home.

- Children are learning to develop a love of books. They readily approach staff to read to them. Staff ask relevant questions and link it to current learning. For example, staff will encourage children to count the number of items in pictures. They use fiction books to encourage children to communicate what they already know. For instance, children recognise diggers in books and talk about past experiences, sharing their knowledge. Children are becoming fluent speakers. They are able to express their needs and wants. This is modelled by the staff who speak clearly and give children enough time to think before responding.
- Children are motivated. They keep trying hard when they encounter difficulties. Staff are mindful of the level of support they offer. They know when to intervene to guide learning. For instance, when children are exploring complex construction they spend time working out the sides that fit. Children stand back and look at what they are creating and then try ideas suggested by their friends to make the model move. This provides children with opportunities to learn new skills and try them out. They show pride in their achievements.
- Children are provided with opportunities to be physical in their play. However, the garden attached to the pre-school hall is not utilised enough to give children who prefer to learn outside the opportunity to do so on a more regular basis. This does not effectively meet the needs of children who prefer to be more physically active in their play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken training opportunities since their last inspection to improve their safeguarding knowledge. They have a good understanding of the areas of abuse and how these present in children. Staff are aware of how to make a referral to social services if needed. They are confident in how to report concerns to the local authority designated lead, regarding staff practice. The setting is safe and secure. Staff undertake risk assessments each day to ensure that the setting is suitable for children. Visitors are asked for identification and sign into the building. Children are taught about their bodies and how to keep themselves safe by saying 'no' to things that make them feel uncomfortable.

## What does the setting need to do to improve?

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

- enhance partnerships with parents to ensure that all parents are supported to fully contribute to their children's learning and development

- make better use of the outside area to consistently meet the the needs of children who learn best outdoors.

## Setting details

<b>Unique reference number</b>	EY402175
<b>Local authority</b>	Kent
<b>Inspection number</b>	10259342
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Saunders, Michele Donna
<b>Registered person unique reference number</b>	RP513710
<b>Telephone number</b>	07702835171
<b>Date of previous inspection</b>	23 September 2022

## Information about this early years setting

Leybourne Pre-School registered in 2009 and is in Leybourne, Kent. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 9am until 3pm, and on Thursday from 9am to midday, during term time only. The pre-school employs six members of staff, four of whom hold a relevant early years qualification at level 3, and one who holds early years teacher status. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kelly Southern

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- A joint observation of the quality of teaching was conducted and evaluated by the manager and the inspector.
- The inspector observed children playing and learning, and talked to children and staff.
- The inspector spoke to parents to gain their views of the setting.
- A leadership and management meeting with the manager of the setting was held to discuss safeguarding arrangements and to sample documentation.

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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