

Inspection of Goudhurst Village Pre-School

Church Rooms, Back Lane, Goudhurst, Kent TN17 1AN

Inspection date: 23 March 2023

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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy in the welcoming and friendly environment. As soon as they arrive they are engaged and involved in their play. Children form incredibly secure attachments with the staff. This helps children feel safe in their environment. Their well-being is high. Children are eager to learn. They have a thirst for knowledge and want to know more. They fully involve themselves in activities. For example, in the craft area children show confidence to see through their ideas from start to finish. When they need support staff are on hand. Staff skilfully model and show children what to do, before getting them to try. Children are fully supported to embed their learning and learn new skills for themselves. This encourages the children to become enthusiastic and independent learners.

The curriculum is broad and incredibly well planned to meet the needs of the children. Staff know exactly what the children need to progress their learning and development. The environment is appealing and interesting to the children and they show mature levels of involvement in what they do. All children are making exceptional progress from their starting points.

Children behave impeccably well. They clearly understand the rules and expectations that staff have embedded. For example, when they find a spider and place it in the magnifying container, children are kind and caring. They pass it around for everyone to see without needing to be prompted to share. Children communicate well with each other and share their knowledge. For instance, they confidently talk about the spider having eight legs. Children use language to talk about feelings and show empathy and compassion. Once they have looked at the spider, they are able to recognise that it might be feeling 'sad' or 'scared' and release it outside.

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

- Staff implement a highly effective, broad curriculum that is led by the children. This provides children with endless possibilities to explore and experiment with their own ideas. Staff cleverly incorporate children's interests into the environment and learning experiences to motivate them in finding out more. This encourages children to be fully engaged in their learning. Staff observe what children are doing and step in to support and guide learning further. For instance, when children are building with large plastic blocks to make towers, staff question them on why it might keep falling when it gets too tall. Children use this information to look at their tower and express to each other that they need to make it wider at the bottom. Children then experiment with this and show pride at making tall towers that do not 'wobble and fall'.
- Children are exceptionally well supported to communicate. Staff value the

importance of listening to children's ideas and introduce new language to further develop their speech and language. For example, staff regularly read to the children, introducing new words such as 'imagination'. Staff take time to fully explore the word so children can use it in the right context. Children are confident speakers. This is seen during group times when children get up to perform well-loved songs in front of their friends.

- Staff have an exceptionally strong relationship with parents and carers. This is based on mutual respect. Parents speak incredibly highly of the pre-school. Parents build close and secure relationships with their child's key person. Wherever possible, families are linked to the same member of staff for consecutive children. Parents greatly appreciate the consistency this provides. They praise the regular feedback they receive and use this to help continue development at home.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported. The dedicated special educational needs coordinator (SENCo) works tirelessly with other agencies to give children and families the support and time they need. For example, the SENCo will plan in times during the day to work one-to-one with children on their target plans. This dedicated time, along with skilled staff who know the children and their needs remarkably well, helps all children make rapid progress.
- Children show incredibly high levels of independence. They confidently choose where they want to play and get their own coats and wellingtons on to go outside. If they need support, they naturally turn to their friends first. Children show such determination to do things for themselves. When walking to the playing field, children show maturity. They listen to instructions from staff to keep themselves safe and show they know the rules when outside of the setting.
- The dedicated and passionate manager strives for improvement. She is exceptionally skilled in evaluating staff practice and giving feedback. For example, she will spend time observing her staff team and is competent in recognising strengths and areas for improvement. She communicates with staff daily about the activities provided and what impact this is having on the children. This ensures that opportunities in the environment have meaning and that staff understand how to embed children's learning. Staff work harmoniously together putting children at the forefront of all that they do.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have a thorough understanding of their safeguarding policies and procedures. All staff undertake regular training to keep their knowledge and skills up to date. The manager reads books about the impact of the COVID-19 pandemic on safeguarding children, and shares this information with the staff team. All staff know the role of the local authority designated lead and how they would need to report any concerns about their colleagues. Staff have excellent knowledge of the areas of abuse and how these could present in children. They have a secure understanding of when and how to report to social services. The

setting is safe and secure. Comprehensive risk assessments take place each day, to ensure that the environment is suitable for the children. Children are taught about how to look after the environment to keep themselves safe.

Setting details

Unique reference number	EY468008
Local authority	Kent
Inspection number	10276262
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	47
Name of registered person	Goudhurst Village Pre-School
Registered person unique reference number	RP905287
Telephone number	01580 212777
Date of previous inspection	7 July 2017

Information about this early years setting

Goudhurst Village Pre-School registered in 2013. The pre-school operates from a community building in the village of Goudhurst, Kent. It is open Monday to Friday between 8.50am and 3.30pm, during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff, one of whom holds a level 2 qualification, two hold an appropriate qualification at level 3 and one holds a level 6 with early years teacher status.

Information about this inspection

Inspector

Kelly Southern

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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and viewed written feedback, to take account of their views.

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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