

Inspection of Little Cubs Palmarsh Pre-School

Palmarsh Primary School, Hythe CT21 6NE

Inspection date: 7 November 2023

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

The provision is good

Children arrive at the pre-school happy and leave their parents and carers with confidence. They instantly engage in activities and talk to their friends. Staff are warm and welcoming and provide reassurance and comfort when needed. This helps children feel safe and secure in the pre-school environment.

The manager has built a curriculum that focuses on what they want children to learn. The small staff team understands the needs of all the children. Staff speak regularly about children's next steps and individual plans and how these can be promoted. The curriculum focuses on children's speech and language, and their personal, social and emotional development. Staff have created a superhero area to meet the interests of the children, while thinking about the learning they can incorporate into this. For example, children count the legs on the 'Spiderman' logo and are keen to share their knowledge, promoting their speech. All children are making good progress from their starting points, including children with special educational needs and/or disabilities (SEND).

Children are kind and behave well. They show an awareness of sharing resources and playing with others. Staff role model good behaviour, and children learn about boundaries and expectations. Staff recognise positive behaviour and praise children throughout the day. This helps to raise children's self-esteem and develops their confidence.

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

- The manager has designed a curriculum based around children's needs. Staff are fully aware of children's interests and know what each child needs to learn next. They are led by what children want to do. Staff value and respect children's choices and are committed to providing further opportunities. For example, the special educational needs coordinator (SENCo) uses funding to provide resources that support children's development and next steps based on their interests.
- Overall, staff promote children's speech and language well. Children enjoy familiar stories read by staff and engage in conversations about what they are doing and what they can see in the environment. However, staff often ask questions that require only one-word responses and, at times, provide the answer before children have had time to process their thoughts. This does not provide children with the opportunities to use their emerging vocabulary and communication skills with time to understand and respond with their own ideas.
- Children are familiar with the routines of the day. This helps build a sense of belonging and security. However, at times, children's play is interrupted for adult-led group activities in which not all children are fully engaged. This disrupts children who are engrossed in their own play and learning.

- Staff help children to develop a sense of community. Children learn about respect and tolerance for different religions and beliefs represented by children in the setting. For example, there are photos displayed of children in their cultural attire. These are used as prompts to engage children in discussions about others. This supports children to develop an understanding of different cultures, traditions and celebrations.
- Children enjoy play in the well-resourced outdoor area daily. For instance, they giggle with their friends as they splash in muddy puddles. The regular fresh air and physical exercise contribute to a healthy lifestyle. Children also engage in indoor physical activities, such as daily dance sessions. These types of activities support the development of children's large-muscle movements.
- Children with SEND are very well supported. The SENCo works closely alongside staff, other professionals and parents to ensure children's learning and care needs are consistently met. She has a secure understanding of the referral process and ensures that children get support at the earliest opportunity.
- Partnership with parents and carers is secure and highly effective. Staff keep parents updated about what their children are learning and how they can support learning at home. Furthermore, the manager and staff get to know children's extended families. Parents and family members are invited into the setting to teach children about their occupations. For example, children are fascinated to hear about the work of firefighters. This supports children's understanding of the wider world around them and how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff promote a strong safeguarding ethos. The manager and deputy have enhanced training to take on the role of designated safeguarding leads. Staff receive regular training. They also discuss safeguarding through one-to-ones with the manager and at staff meetings. Staff are confident in their knowledge of the areas of abuse and how these may present in children. They are clear on the reporting procedures as outlined in their safeguarding policy. Staff understand the action they must take if they are concerned about the conduct of staff members, or in the event of an allegation being made.

What does the setting need to do to improve?

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

- support staff to make the most of opportunities that arise to extend children's emerging communication and language skills
- review and improve the organisation of daily routines to minimise the disruption to children's learning.

Setting details

Unique reference number	EY550665
Local authority	Kent
Inspection number	10313101
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 5
Total number of places	30
Number of children on roll	23
Name of registered person	Fill, Kelly-Marie
Registered person unique reference number	RP535596
Telephone number	01303 239118
Date of previous inspection	1 November 2019

Information about this early years setting

Little Cubs Palmarsh Pre-School registered in 2017. It is located in Hythe, Kent, in the grounds of Palmarsh Primary School. The pre-school is open on Monday to Friday, from 8am to 6pm, for most of the year. It receives funding for two-, three- and four-year-old children. The pre-school employs six members of staff, all of whom hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Kelly Southern

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 took 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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