

Inspection of Great Chart and Singleton Pre-School

Singleton Village Hall, Hoxton Close, Singleton, ASHFORD, Kent TN23 5LB

Inspection date:

2 February 2024

Overall effectiveness

Outstanding

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 flourish in this welcoming and inclusive pre-school. Dedicated staff welcome them in with a smile, and children greet their peers with delight. Exceptional planning and oversight enable children to benefit from a varied and exciting curriculum. Children settle immediately, confidently exploring ambitious activities. For example, children of all ages enjoy gathering to say good morning. They engage in celebrating their peers' special occasions, such as singing 'Happy Birthday'. Children learn that it is kind to share and they show interest in the lives of people around them. They begin to feel a deep sense of belonging, which contributes to their overall well-being.

All children benefit from skilful interactions with staff. For instance, staff carefully consider the age and stage of different children as they play alongside them. They use targeted, open-ended questions to encourage children to think and enhance their ideas. Staff then use children's response to carefully assess the clear progress that children make. Children behave exceptionally well because they stay engaged with exciting activities for extended periods. They are eager to please the staff and praise each other as they celebrate one another's achievements.

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

- Children make independent choices about their play and learning. Staff use their exceptional knowledge and understanding of children's individual needs within their play experiences. Children make rapid progress, including children with special educational needs and/or disabilities. Teaching highly motivates all children to celebrate what makes them unique, including those who speak English as an additional language. For example, children learn about each other's interesting and varied backgrounds by sharing special festivals that are celebrated with their families. Children learn about a range of different cultures, which helps to promote inclusion and belonging.
- The manager and staff prioritise the support for children's communication and language development. They create a language-rich environment and ensure that the varied activities on offer help children communicate effectively. Children visit the local community. They learn to socialise appropriately with people of all ages, for example by visiting shops and a local residential home for older people. In addition to providing children with wonderful opportunities to learn and practice valuable social skills, these experiences promote children's language. Children learn new words and to join in with the back-and-forth of conversation. These excellent experiences make older children, in particular, confident communicators and ready for the next stage of their education.
- Children become deeply immersed in their play in all areas of the setting. Staff skilfully and consistently extend children's learning at every opportunity. In the

outdoor area, children access numerous activities that inspire and challenge them to take risks. For example, they aim to climb the tree at the top of the slope. Staff offer support and guidance to children of all ages to eventually reach the top. Children develop their physical abilities and strive to enjoy the view of the neighbouring primary school.

- Parents thoroughly recommend the nurturing pre-school. Staff ensure that they get to know the families from the very first day of attending. Parents comment on how well they feel their child is known and cared for as an individual. They feel they are being kept up to date with their children's progress and next steps in learning. In addition, parents describe how the staff go 'above and beyond' to support families. For example, staff support children and their families with the bereavement of a relative. The pre-school provides parents with useful and varied information. For instance, managers have carefully allocated funding to purchase story and resource sacks, which include titles to help to support toilet training.
- Managers place a high emphasis on staff well-being and coaching. They invest in training opportunities to strengthen teaching approaches across the pre-school. This has a positive impact on children's overall development. For example, newer staff are paired with their more experienced colleagues to help maintain the high-quality standards throughout. Staff enjoy the ownership of small projects, such as sharing in the planning and implementation of exciting activities for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	127208
Local authority	Kent
Inspection number	10317233
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	36
Number of children on roll	46
Name of registered person	Great Chart and Singleton Pre-School Committee
Registered person unique reference number	RP904520
Telephone number	01233 640 551
Date of previous inspection	4 May 2018

Information about this early years setting

Great Chart and Singleton Pre-School registered in 1995. It is located in Singleton, near Ashford, in Kent. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open from 9am to 3pm on Monday to Thursday and from 9am to midday on Friday, during term times only. There are 11 staff, seven of whom hold appropriate early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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