

Inspection of Chalk Village Preschool

Chalk Parish Hall, Chalk Road, Chalk, Gravesend, Kent DA12 2ND

Inspection date: 27 February 2024

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 are greeted at the door by staff and make their way to the hall. They arrive happily and settle into the activities available. For example, staff support children to choose what they would like to play with. Some children explore play dough, while others role play and dress up. Children who find it hard to settle in are given the time and reassurance they need. Staff provide children with comfort when they get upset. Staff encourage children to engage and interact at story time. For example, staff read the book 'We're Going on a Bear Hunt' and encourage children to pretend to walk through the cave stamping their feet. Children show delight as they listen intently to the story. This helps to support children's attention and listening skills.

Staff encourage children to use their imaginations. For example, they offer them a cardboard tube and suggest that it is a telescope. Children ride tricycles in the outdoor area and stop to look through their 'telescopes' to see if they can see any birds. Staff follow the children's interests when planning activities. For example, staff pick daffodils from the garden after the children noticed they had started to grow. Staff encourage children to count the petals as they paint pictures of the daffodils. Some children use scissors independently to create pictures, and staff remind them how to do this safely.

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

- The well-established staff team works effectively together to ensure they support each other in responding to children's needs. The manager provides staff with regular supervision sessions and discusses any training they may require, and to check on their well-being. However, the systems in place do not consistently focus on improving specific areas of staff practice, as well as knowledge of policies and procedures, in order to support children's learning.
- Staff observe children and regularly assess the progress they make. They use assessment to identify any gaps in children's learning and plan the curriculum to promote specific areas of development. For example, staff support children's communication and language development. They comment on the things children do and provide a narrative to their play. The curriculum intent is clear and understood.
- Parents are happy with the care their children receive and know who their child's key person is. Most parents know what activities their children take part in during their session. However, parents are not aware of the specific areas of development the staff are focusing on to support their children to learn. This does not enable them to encourage their children's learning at home.
- The special educational needs coordinator (SENCo) works with staff and outside agencies to ensure children with special educational needs and/or disabilities

(SEND) are supported. The SENCo reviews individual support plans with staff to monitor the progress children make and to identify any further gaps in children's learning. The SENCo shares strategies with other agencies involved in children's learning and development to ensure a consistent approach. Children with SEND are making progress.

- Staff support children's understanding of the rules. For example, they clap their hands when it is time to stop children's play and tidy up. Children understand what this means and help to tidy up the toys before they go and play outside. Children are happy and eager to join in.
- Children's physical development is supported well. Staff encourage children to balance on low-level balance beams and praise them when they succeed. Children's fine motor skills are encouraged. For example, staff show children how to roll dough into a ball to make a teddy bear. Staff provide children with basic instructions, which they then follow to create their own models. This helps to develop their physical skills and their understanding of instructions.
- Children are offered a healthy snack, which they can access when they are ready. They peel their own fruit, such as banana, and pour their own drink of milk or water. This helps to develop children's independence skills. Staff remind children to wash their hands before and after snack time.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- build on the systems already in place to monitor staff practice and identify areas for improvement, in order to support children's learning
- strengthen how information is shared with parents about the skills their children are developing to help parents support and extend their children's learning at home.

Setting details

Unique reference number	EY348777
Local authority	Kent
Inspection number	10315199
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	36
Number of children on roll	32
Name of registered person	Chalk Village Pre-School
Registered person unique reference number	RP522439
Telephone number	07803861891
Date of previous inspection	11 May 2018

Information about this early years setting

Chalk Village Preschool registered in 2007. It operates from Chalk Village Hall in Gravesend, Kent. The pre-school is open 9am to 12pm, Monday to Friday, with an additional hour on a Wednesday from 12pm to 1pm. The provider receives early education funding for children aged two, three and four years. The pre-school employs 10 members of staff, nine of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who holds qualified teacher status.

Information about this inspection

Inspector
Pippa Clark

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 deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the deputy manager.
- 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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