

Inspection of Hunton & Linton Pre-school

The Village Hall, West Street, Hunton, Maidstone, Kent ME15 0RS

Inspection date: 11 September 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 arrive happy and excitedly enter this welcoming, well-run setting. Staff organise the environment in a way that is inviting and supports children to settle quickly. Children leave their parents and confidently start their day. Staff know the children well. They have developed a curriculum that is sequenced and builds on children's interests and what they need to learn next. They think carefully about the range of learning experiences they provide. For example, children excitedly wash dolls and clean their teeth. This helps them to learn about personal hygiene routines.

Staff provide lots of opportunities for children to develop their physical skills. They support children to balance, crawl, pedal and throw. Children gain good coordination and spatial awareness. For example, they skilfully ride their bike around obstacles without touching them.

Children behave exceptionally well. They treat each other and staff with respect. Staff teach children to be kind and remind them of the expected boundaries. For example, at group time, they remind children of the group rules. Children learn to share and take turns, which helps them to develop their social skills and regulate their emotions.

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

- Children are developing a love of reading and enjoy a wide range of books. Staff set up the environment so that children can select books independently. Children listen to staff enthusiastically reading the story, changing their voices for the different characters. They join in familiar phrases. In addition, children and parents borrow books from the lending library to share at home.
- Children's early mathematical skills are developing well. Staff support their learning by playing games. For example, they play I-spy and find shapes in the environment. Children excitedly ask for different shapes, and clap happily when they find them.
- Children develop good communication and language skills. Staff organise activities that engage children. They use them to encourage children to talk. For example, children are interested in cartoon characters. Staff use resources to sit and have a conversation about the characters. This helps children to develop the confidence to speak and express themselves.
- All children, including those with special educational needs and/or disabilities, make good progress in their learning. Staff consider children's age, stage of development and where they like to learn. For example, they plan activities to support children who like to learn outside. This has a positive impact on the outcome for children. However, large-group times are not as well planned. At

times, children lose interest and do not engage fully in the learning opportunity.

- Staff support children to develop their independence well for their age. For example, children are learning to put on their coats. They lay them on the floor and try to flip them over their head. When they realise that it is the wrong way round, they take it off and keep trying. They only ask for support when they cannot achieve it. This shows that children have developed resilience.
- Overall, key persons build strong relationships with the children. However, on occasion, staff perform tasks that take them away from the care of new children, which does not support them to become familiar with routines.
- Partnerships with parents are good. Staff keep parents informed about their children's learning. They regularly share reports and ideas to continue children's learning at home. Parents are happy with the care and education their children receive.
- There is a strong focus on continually improving working practice, and the professional development of staff is a high priority. For example, staff attend training to improve outcomes for children, such as outdoor play. Group meetings are used for staff to reflect on what works well and what areas would benefit from further improvement. Staff report that they feel supported and have high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

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 plan group times more effectively so all children can remain engaged and fully benefit from the intended learning
- strengthen the arrangements to support new children to settle and become familiar with routines.

Setting details

Unique reference number	127270
Local authority	Kent
Inspection number	10355046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	36
Name of registered person	Hunton & Linton Under Fives Playgroup Committee
Registered person unique reference number	RP524319
Telephone number	01622 820309
Date of previous inspection	15 November 2018

Information about this early years setting

Hunton and Linton Pre-school registered in 1985. It operates from the village hall in Hunton, Kent. The pre-school is open each weekday during term time only. Sessions run from 9am to 2.45pm, Monday to Thursday, and 9am to 1.15pm on Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff, of whom seven work directly with the children. Five staff hold a qualification at level 3.

Information about this inspection

Inspector
Janine Scott

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation during group time.
- Children told the inspector what they like to do at the setting.
- Parents shared their views of the setting with the inspector.

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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