

Goudhurst Village Pre-School

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

Inspection date

Previous inspection date

22/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Children are motivated learners and progress well as a result of the good quality of teaching.
- The friendly, caring environment gives children a sense of security and allows them the freedom to explore their own ideas.
- Staff are creating strong and useful links in the community in order to enhance the experiences of children and to promote their understanding of the world.
- Staff support children to develop independence in their health and self-care. They exercise regularly and learn the importance of good hygiene and good nutrition.
- Effective self-evaluation accurately identifies areas for development and supports staff to offer a service that is continually improving outcomes for children.

It is not yet outstanding because

- The progress updates parents receive do not generally include specific details of how staff intend to promote their child's individual future learning.
- There are craft activities available for children each day but the resources are not always available for children to select independently during their free play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed all areas of the pre-school.
- The inspector spoke with the manager, staff team, parents and children during the inspection.
- The inspector observed the interaction of the staff and children during a range of activities.
- The inspector undertook a joint observation alongside the manager.
- The inspector viewed a range of documentation including children's progress records.

Inspector

Liz Caluori

Full report

Information about the setting

Goudhurst Village Pre-school registered in 2013. The pre-school operates from a community building in the village of Goudhurst, Kent. Children have access to a large hall and an outside play area. The pre-school is open Monday to Friday between 9am and 1pm term time only.

The pre-school is registered on the Early Years Register. The pre-school is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 15 children on roll. The nursery receives funding for the provision of free early education for children aged three and four.

There are three members of staff, two of whom hold a level 3 early years qualification and one is working towards a level 2 early years qualification.

What the setting needs to do to improve further

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

- extend further the arrangements to involve parents in setting learning goals for their child
- review the organisation of art and craft resources to offer great encouragement for children to explore these during their freely chosen play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provides an interesting range of activities and experiences for children, which effectively cover all areas of their learning. The good quality of teaching and skilful interaction of staff helps children to progress well. Staff accurately monitor children's progress and plan activities, which reflect their individual learning needs. They give parents regular updates of their child's achievements. Staff also provide general information about future activities and topics within the pre-school. However, they do not routinely provide parents with specific ideas about how they intend to promote their child's learning. This does not fully encourage parents to contribute to setting children's learning goals. There are appropriate arrangements to maintain the required progress checks for two-year-old children.

Children use their developing language to engage in animated conversations with their friends and with staff. They confidently share their views, negotiate and to make jokes.

Staff also encourage children to talk by asking questions and introducing new ideas.

There is a strong focus on physical play in the pre-school. Children choose to spend a lot of time outdoors in the fresh air. They run around with their friends but also enthusiastically take part in activities suggested by staff. For example, they have great fun playing egg and spoon races. This helps to develop children's coordination while also giving them an appropriate introduction to competitive sports. Staff also regularly take children to the play park directly opposite the pre-school to explore the more challenging climbing equipment. This helps children to test their own capabilities and to begin to take some managed risks.

Staff encourage children to explore their environment freely; they are becoming very independent learners confidently making choices and decisions. For example, they look at books, engage in role play with their friends and experiment with musical instruments. The slight exception to this is the organisation of craft activities. Children are able to express themselves creatively every day using paints and other materials. However, staff tend to tidy away these resources after use, meaning that children cannot always revisit them in their free play. Staff promote children's understanding of the world particularly well. They are successfully forming links in the community, which extend children's experiences. These include taking part in an ecology project and regular walks in the local area.

The deputy manager takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She fully understands her responsibilities and effectively works with parents and other professionals in order to meet children's individual needs. There are also effective strategies to support children who speak English as an additional language.

The contribution of the early years provision to the well-being of children

Effective key person arrangements ensures that the allocated key person fully understands their key children's individual care and learning needs. The positive, friendly atmosphere and caring interaction of all staff helps children to develop a strong sense of security. Staff also provide advice and guidance to help children to learn how to keep themselves and others safe. For example, they teach child about road safety when out on walks. Children behave well and develop very good social skills. They follow the positive role modelling of staff and learn to share and take turns.

Staff promote children's health well. They provide healthy snacks and teach the children about the importance of good nutrition and regular exercise. Hygiene arrangements in the pre-school are robust and children are independent in their personal care. They know to wash their hands after using the toilets and before eating.

Children play with an impressive range of resources, the majority of which are available for them to reach independently. They confidently transport toys to the areas they want to play, including the fully enclosed decked balcony. Staff organise space thoughtfully to

create interesting areas, which effectively engage children's interest. For example, children make good use of the cosy book corner.

There are appropriate arrangements to prepare children for their move to school. These include meeting with the teachers and taking children on visits to the schools they will be attending. Staff are also aware to speak with parents to consider any specific support that individual may need.

The effectiveness of the leadership and management of the early years provision

Leadership and management of the pre-school is strong and all staff work very effectively together. This creates an efficient and harmonious service, which is continually evolving. Ongoing self-evaluation accurately identifies the strengths of the provision and helps the management team to identify areas for improvement.

The manager has a very clear understanding of the pre-schools' responsibility to promote children's learning and development. There are effective processes in place to monitor the success of educational programmes.

The manager holds regular team meetings and individual supervision meetings with staff to promote consistent practice. There are also annual appraisals, which help to identify any training needs and support continuing staff development.

Effective precautions are in place to safeguard children. These include rigorous recruitment and vetting procedures. The manager takes lead responsibility for child protection and has training for this role. The manager provides written policies for staff and parents detailing the procedures to follow should concerns arise about the welfare of any child. These also include specific guidance on the process for responding to an allegation against a member of staff. Risk assessments take place regularly to identify potential hazards and staff take action to minimise these.

Parents spoken to during the inspection praise the care and attention their children receive and are very satisfied with the progress they are making. Staff take time to speak with parents each day and children benefit from observing these friendly exchanges. There are effective arrangements to work with other early years providers where they share the children's care. In addition, staff have experience of working successfully with a broad range of professionals to meet children's individual needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY468008
Local authority	Kent
Inspection number	941176
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	55
Name of provider	Goudhurst Village Pre-School
Date of previous inspection	not applicable
Telephone number	01580 212777 07896 890370

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

