

# Goudhurst Village Pre-School



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

## Inspection date

7 July 2017

Previous inspection date

22 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Parents are pleased with the constant dialogue they enjoy with their child's key person. They contribute to their child's learning records and say that their children are happy and develop good social skills. There are good partnerships with parents.
- Behaviour is good. Children feel safe and secure. An effective key-person system helps to support children's self-confidence and self-esteem.
- When children start at the pre-school, the key person discusses with parents what children can do. From then on, the key person observes children regularly and plans suitable activities to help children achieve their next steps. Children make good progress.
- Where the pre-school shares the care of a child with another setting, including school, there is good communication. Information about children's achievements is shared and this helps to provide consistency in children's learning.
- Senior leaders provide support for staff. They are encouraged to improve their knowledge and skills, such as through training. Staff benefit from regular meetings to discuss and monitor the progress of their key children.

### It is not yet outstanding because:

- Occasionally, staff do not allow children time to respond to their questions.
- The monitoring of staff's practice is not rigorous enough to ensure that precise areas of improvement in teaching are identified and addressed.

## What the setting needs to do to improve further

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

- evaluate staff's practice more robustly to ensure that precise areas for improvement are identified and addressed
- ensure that staff allow children sufficient time to respond to their questions.

### Inspection activities

- The inspector examined a range of policy documents and records, including those relating to safeguarding children, managing their behaviour and complaints.
- The inspector checked the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector read the self-evaluation report and looked at the nursery's website and social media page.
- The inspector spoke to a range of parents and children, and took account of their views.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The staff understand how to keep children safe and know who to inform if they have a concern about a child's safety or welfare. Senior leaders evaluate their practice and make improvements to the pre-school. For example, they have recently created a garden where children can grow a wide range of fruit, vegetables and flowers. Children who have special educational needs and/or disabilities are effectively well supported and make good progress. Staff liaise with appropriate external professionals to meet the needs of these children. The premises are checked each day to make sure children are safe as they play and learn.

### Quality of teaching, learning and assessment is good

Children enjoy looking at books and staff develop their early reading skills effectively. They encourage children to tell their favourite stories and predict what might happen next. Staff engage with children in their play, pretending to drink tea and eat doughnuts in the playhouse. Children show good concentration as they work out how to fix the top of the rocket they have made to the bottom. They can use simple tools, such as scissors, efficiently. Children's physical skills are well supported. For example, they play on the ride-on toys and walk skilfully along the wall of crates they have created, jumping safely off the end. Children have opportunities to learn about a range of other cultures. For example, they learn to speak French and Spanish, make masks to celebrate Mardi Gras and sample foods native to specific countries and cultures.

### Personal development, behaviour and welfare are good

Children understand and follow established routines. They know to put their instruments down at the end of a song and pick them up again after a count of three. Children have an emerging sense of safety, making sure the hoods of the prams are up when they take the dolls for a walk, 'because it is hot'. Children are encouraged to be independent. They pour drinks for each other at snack time and hand round the fruit. Children learn to express their preferences. For example, they choose whether or not to try some of the lettuce from the garden. They have a developing understanding of how to keep healthy. For example, children in the playhouse vigorously rub the cups to make sure they are clean, before pouring the pretend tea.

### Outcomes for children are good

Children are well prepared for the next stage of their education. They have opportunities for mark making with pens and other tools, and enjoy making patterns in the sand. Children learn to count and to match the right number of objects to the relevant number. Children are independent learners, who freely and confidently choose their activities. They can recognise their written names. Children learn how to dress themselves and manage their own personal care.

## Setting details

<b>Unique reference number</b>	EY468008
<b>Local authority</b>	Kent
<b>Inspection number</b>	1069696
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Goudhurst Village Pre-School
<b>Registered person unique reference number</b>	RP905287
<b>Date of previous inspection</b>	22 May 2014
<b>Telephone number</b>	01580 212777

Goudhurst Village Pre-School registered in 2013. The pre-school operates from a community building in the village of Goudhurst, Kent. It is open Monday to Friday between 9am and 3.30pm, during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, four of whom hold an appropriate qualification at level 3 or above.

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