

# Elham Pre-School Playgroup

High Street, Elham, Canterbury, Kent, CT4 6SX



<b>Inspection date</b>	22 April 2015
Previous inspection date	14 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are eager to explore and play with friends in this calm, well resourced and stimulating environment.
- The managers and committee have a clear focus on how to move the pre-school forward. They identify development areas and have a detailed programme of improvements to continue to provide good quality care for all children.
- Management deploy staff well to provide good supervision. Consequently, children access all areas and resources in the pre-school, which motivates them to become independent learners.
- Staff use observations, assessments and children's interests effectively to plan for their next learning steps. This ensures children make good progress in relation to their starting points.
- Parents report that they are extremely happy with the service provided and that the staff are very caring, and effectively meet the needs of their children.
- The management and staff have a good knowledge and understanding of child protection and safeguarding matters. They are clear about their role in ensuring children's safety and well-being.

### It is not yet outstanding because:

- The management do not meticulously monitor the quality of practice of all staff to help them identify strengths and improvement areas in their own practice.
- The staff do not always provide the children with enough resources to practise their early writing skills in all areas of the play environment.

## What the setting needs to do to improve further

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

- develop more focused monitoring tools to further support staff's professional development, to ensure teaching is of a consistent high quality
- review the environment to increase the resources available to enable children to practise their early writing skills in their daily play activities.

### Inspection activities

- The inspector observed staff interactions with children, both in the hall and outdoors.
- The inspector looked at all available documentation before attending the inspection, including the online self-evaluation and pre-school's website.
- The inspector spoke to the managers and committee chairperson about how they plan to drive forward improvements with the support of staff and parents.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Sara Garrity

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide the children with an interesting array of activities and resources, which they constantly rotate. This helps ensure they reflect children's needs and interests. Staff plan the environment to enable the children to make informed choices in their play. Children have space to spread out, and investigating how to set out the train track and other resources to extend the activity and develop their imagination. They have a cosy area where they are able to look at books independently, as well as sit with friends to listen to a story. As staff encourage children to predict what happens next in the story, they support children's communication and language development. The children enjoyed drawing on the large paper to practise their early writing skills. Staff encourage the children to develop an interest in science. They explored weight in the water tray and investigated how clouds are formed, with the adult-directed experiment. Consequently, children effectively improve their mathematical knowledge and investigate the world around them. Staff use good methods to ensure children develop the necessary skills to help their move to school. Staff encourage parents to engage in their children's learning. For example, they inform them of activities children complete and suggest ways to continue them at home.

### **The contribution of the early years provision to the well-being of children is good**

Staff provide a safe environment for children, and remind them how to use equipment and resources safely, for example, by talking to children about how and why it is important to use the slide safely. Key persons effectively support new children and promote their emotional well-being. They encourage children to explore, as their confidence grows, while being close by, ready for a reassuring cuddle if needed. All children are kind to their friends and eager to share and take turns. The children have daily opportunities to play outdoors to practise and encourage their physical skills. Staff support children's learning about healthy lifestyles well, as they talk about the importance of eating nutritious foods.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team have a good understanding of their legal responsibilities and are committed to providing a high quality service for all children and their families. They use staff supervision meetings to identify training needs. This ensures staff continually improve their knowledge to effectively support children's learning and development needs. The managers thoroughly monitor children's development and progress, enabling them to note any learning gaps to address. Staff have very strong links with the local schools and work closely with other professionals. This ensures they meet the needs of all children and their families.

## Setting details

<b>Unique reference number</b>	127172
<b>Local authority</b>	Kent
<b>Inspection number</b>	840623
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Elham Pre-School Playgroup Committee
<b>Date of previous inspection</b>	14 March 2011
<b>Telephone number</b>	01303 840041 or 893474

Elham Pre-School Playgroup registered in 1965 and is managed by a parents' committee. It operates from the village hall in Elham, Kent. The pre-school is open Monday to Thursday from 9am to 3pm, and Fridays from 9am to 1pm, during term time. It is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs eight members of staff, including two managers. Of these, five staff hold appropriate early years childcare qualifications at level 3.

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