

# Weald Pre-School Ltd

St Georges Church Hall, Church Road, Weald, Sevenoaks, Kent, TN14 6LT



<b>Inspection date</b>	8 February 2018
Previous inspection date	18 June 2015

<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
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

- Staff work well as a team to meet children's individual needs. They help children to settle well and develop good levels of emotional well-being.
- The joint owners/managers have met the recommendations set at the last inspection. They use the views of staff, parents and children to reflect on the quality of the provision and to target areas for improvement that benefit children the most.
- The owners monitor staff practice well and offer support and training opportunities to all staff, to help them develop their teaching skills. This has had a particularly strong impact on improving children's communication and language skills.
- Staff help all children, including those who speak English as an additional language, to make good progress in their learning from their starting points. Overall, they use activities and resources well to encourage children to learn new skills.
- Staff help children to share and take turns well. They are polite and model good manners to help children learn to respect others and play cooperatively together. Children behave well.

### It is not yet outstanding because:

- Occasionally, staff do not fully enable children to develop their own interests and ideas as they play, to further encourage their creative development.
- Staff do not consistently provide opportunities for children to explore technology, to build on their understanding of how and why things work.

## What the setting needs to do to improve further

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

- give children more opportunities to use their imaginations and develop their own ideas as they play, to further encourage their creative skills
- offer children more consistent opportunities to explore and learn about technology.

### Inspection activities

- The inspector viewed the areas of the pre-school that staff use with the children.
- The inspector spoke to a number of parents to gain their views about the provision.
- The inspector sampled documentation, including information used to determine staff suitability, policies and children's records.
- The inspector conducted a joint observation with one of the owners.
- The inspector held discussions with the owners, staff and children at convenient times during the inspection.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The owners and staff have an up-to-date understanding of safeguarding matters. They know how to manage and refer any concerns about a child, to help keep them from harm. The owners risk assess the premises, inside and out, and take sensible steps to ensure that children can play and explore safely. Staff work well with parents to meet children's needs and to keep them informed about their progress. Parents comment that they feel staff are informative and their children are very settled, happy and confident. The owners and staff work well with other professionals, including staff at the local school, to provide continuity for children and to meet their needs.

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

Staff consistently ask interesting questions to help children, including those who speak English as an additional language, to think and respond as they play. For example, as children concentrated hard to complete a puzzle, staff asked, 'can you have a look and see where this number goes?' They encouraged them to match and insert the correct shapes and numbers to the base. They gave children the time they needed to experiment and analyse the different pieces, to try to complete the activity. Staff encourage children to repeat words, such as 'dripping' and 'cold', as children investigate and explore the concept of melting ice. Staff know children well. They observe and assess their learning effectively and use what they know to plan the next steps in their learning. The owners track the progress of individual and groups of children well, to close any gaps in learning.

### Personal development, behaviour and welfare are good

Staff are kind and caring. They help all children, including several who are relatively new to the setting, to settle well. They help all children to feel emotionally secure and ready to learn. Staff motivate children to succeed in what they do. For example, they encouraged them well as they tried to use two-wheeled bicycles outside and praised them for their efforts. Children were not afraid to try again when they did not succeed the first time, then effectively wheeled downhill using good balance and coordination. Staff encourage children to eat healthy options for snacks and offer them plenty of opportunities to be active and learn about being healthy.

### Outcomes for children are good

All children enjoy taking part in the activities provided. They develop a good range of skills ready for the next stages in their learning. Older children handle small tools well, for example, as they competently use paintbrushes, markers and glue sticks. They follow simple instructions well and ask questions when they want to learn something new. For example, they seek help when they do not recognise a number and ask what two-digit numbers are called, for example, as they hold up a '1' and '4' together. They recognise their names in print and manage most tasks by themselves. Younger children begin to use mathematical language in their play, explore the play environment and are eager to contribute to routines. They enjoy helping to put things away at the end of the session.

## Setting details

<b>Unique reference number</b>	127755
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089379
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Weald Pre-School Ltd
<b>Registered person unique reference number</b>	RP522672
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01732 450272

Weald Pre-School registered in 1967 and is located in the village of Weald, in Sevenoaks, Kent. The pre-school is open each weekday during school term time. Sessions are from 9am to midday or 9am to 3pm. A lunch club and breakfast club are also available. The provider employs six staff members; five of whom, including the two owners, have appropriate early years qualifications at level 3. The pre-school receives funding to provide free early education to children aged two, three and four years.

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