

# Blean Pre-School

Blean Village Hall, School Lane, Blean, CANTERBURY, Kent CT2 9JA



<b>Inspection date</b>	28 September 2018
Previous inspection date	22 June 2016

<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 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

### The provision is good

- The manager accurately evaluates the quality of the pre-school. She includes the views of parents and children to help identify areas for further improvement. For example, following parents' suggestions, children now access a wider range of different environments to explore. This helps to enhance their understanding of the world and their local community.
- Staff teach mathematics well. For instance, they effectively encourage children to recognise numbers, compare sizes and count objects within daily routines and in their play experiences.
- Relationships between staff provide good role models for the children and influence their good and considerate behaviour towards one another. The key-person system works well and relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs.
- All children make at least good progress in their learning and development from their individual starting points.

### It is not yet outstanding because:

- Initial assessments of the children's development do not fully include precise detail from parents to provide more-accurate starting points.
- Staff do not consistently give children the opportunity to respond effectively to challenges or enhance their problem-solving and thinking skills effectively.

## What the setting needs to do to improve further

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

- strengthen parents' input in the initial assessments of children's development
- make the most of opportunities to maximise children's thinking and problem-solving skills.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning documentation and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The manager effectively monitors individual children's progress and that of different groups of children, to help close any emerging gaps in their development. For example, strategies to engage children more in mathematics have been successfully implemented and children are making rapid progress in their mathematical development. The manager continually improves the quality of staff practice, for example, by organising relevant training and individual support to raise standards in teaching. Staff attended training to help enhance their understanding of how to support children with their listening and attention skills. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedures to follow if they have concerns about a child's welfare.

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

Staff accurately assess individual children's progress in their development and effectively plan for their next steps in learning. They include information from parents about their children's interests and skilfully use a wide range of resources well to engage children at all times during the day. For instance, children enthusiastically enjoyed exploring a good range of collected natural materials with their toy dinosaurs. Staff give clear explanations to extend children's learning. For instance, staff explain how the dinosaurs had different sized and shaped teeth according to their diet. Staff effectively enhance children's understanding and speaking skills. For example, they emphasise key words during their discussions, such as 'stomp', 'big' and 'heavy'.

### Personal development, behaviour and welfare are good

Children are happy and settled in the welcoming environment staff provide. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Children learn to share and take turns effectively within their play. Staff make the most of opportunities to develop children's independence skills. Children enjoy preparing and serving up their own snacks, as well as pouring their own drinks from a jug. Children are encouraged to prepare themselves effectively for the outdoor environment, such as finding, putting on and fastening their jackets.

### Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they are encouraged to give meanings to the marks they make, as well as identifying and writing their own names. Children develop a good understanding of diversity beyond that of their immediate family. They enjoy exploring the environment, which includes positive cultural images, dual-language text and a range of multicultural role-play resources.

## Setting details

<b>Unique reference number</b>	127023
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063862
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Blean Pre-School
<b>Registered person unique reference number</b>	RP519603
<b>Date of previous inspection</b>	22 June 2016
<b>Telephone number</b>	07944 290 301

Blean Pre-School is managed by a parents' committee. It registered in 1994 and operates in Blean village hall, near Canterbury. It is open each weekday from 8.45am to 1.30pm, during term time only. There are four members of staff, all of whom all hold relevant early years qualifications from level 2 and includes two staff who have early years professional status. The pre-school provides funded early education for children aged two, three and four years.

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