

Twyford Pre-School

Yalding Village Hall, Lyngs Close, Yalding, Maidstone, Kent ME18 6JT



Inspection date	5 February 2019
Previous inspection date	9 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The well-qualified manager is dedicated to providing a good learning environment for children. She is a committed and ambitious leader who has high expectations of her staff team.
- Children demonstrate good levels of independence. For example, they take themselves to the toilet and put on their own coats to go in the garden. They choose what they would like to do from the good range of activities available inside and outdoors.
- Children develop their early reading and writing skills well. For example, they find their own name cards on arrival and make patterns with chalk and paintbrushes on the blackboard.
- Parents are closely involved with the pre-school. For example, they accompany their children on outings and join in activities such as the 'teddy bears picnic'. They speak highly of the manager and her team, and comment that staff are always friendly and approachable.
- Staff promote children's hand control and physical skills through a variety of activities. For instance, children confidently use scissors and apply stickers when making Chinese lanterns.
- Partnerships with other settings that children attend are not fully developed to ensure a consistent approach to children's learning experiences.
- Staff do not always identify children's starting points in a timely way on entry to the pre-school. They are not consistently clear about what children already know and can do in order to extend learning from the outset.

What the setting needs to do to improve further

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

- strengthen partnerships and information sharing with other settings that children attend in order to support consistency of care and learning
- collect information from parents in a more timely way about what children already know and can do when they start at the setting.

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection and held discussions with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector viewed a sample of documents, including children's records, staff suitability checks and some policies and procedures.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the provision effectively. She includes the views of parents and children to help set realistic targets for improvements. The dedicated manager monitors staff performance well, such as through regular supervision and meetings. She carefully checks the progress that children make. This ensures any emerging concerns are quickly identified. The manager works closely with external agencies to ensure children receive the support they need. The manager supports staff to attend training to update their knowledge and further enhance their already good teaching skills. Safeguarding is effective. Staff know the possible signs of abuse and neglect, and know who to contact should they have concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities that interest children and keep them motivated to learn. For example, children thoroughly enjoy exploring green spaghetti in the outdoor kitchen. Staff successfully adapt activities to suit children's age and stage of development. For example, children of all ages develop their imagination and physical skills with junk modelling. Staff observe children at play and make accurate assessments of their development. They effectively identify next steps in learning to help children make good progress. Staff listen carefully to children and praise their contributions so that children feel valued. This helps positively promote children's self-esteem. Staff help children to learn about people and communities in the wider world. For example, children celebrate festivals, taste foods and listen to music from other countries.

Personal development, behaviour and welfare are good

Staff provide a calm, warm and welcoming environment for children and families. Children form strong bonds with staff, who know them well and are sensitive to their needs. The strong key-person system ensures children feel safe and secure, and can ask for help when needed. Children enjoy being together and share resources fairly. Children's personal, social and emotional development are promoted well. For example, staff support less confident children to join in activities with their peers. They encourage children to persist with more-difficult tasks to gain a secure sense of achievement. For example, younger children shout with delight as they manage to climb to the top of the steps by themselves. Staff have consistently high expectations of children's behaviour and regularly remind them of the rules.

Outcomes for children are good

Children are well mannered and polite. They are happy and enjoy spending time together at pre-school. They learn to respect each other and the environment. For example, children help to sweep the floor and tidy away toys at the end of a session. Children express themselves through a range of activities. For example, they enthusiastically sing, dance and play musical instruments to popular nursery rhymes. Children reach good levels of development appropriate for their age and some exceed these. They gain the skills they need for their next stage in learning, including the move to school.

Setting details

Unique reference number	127736
Local authority	Kent
Inspection number	10063878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	35
Name of registered person	Twyford Pre-School Committee
Registered person unique reference number	RP906613
Date of previous inspection	9 February 2016
Telephone number	01622814024 / 07970981794

Twyford Pre-School registered in 1960 and operates from the village hall in Yalding, Kent. The provision operates on Mondays from 9.15am to 12.15pm and on Tuesdays, Thursdays and Fridays from 9.15am to 2.45pm, during term times. There is a breakfast club from 8.15am for those children attending the setting. The provision employs six staff. Of these, five have childcare qualifications, including one at level 6, two at level 3 and two at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

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