

East Farleigh Pre-school



Old School Hall, Lower Road, East Farleigh, Maidstone, Kent ME15 0JL

Inspection date	3 July 2019
Previous inspection date	15 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 manager and staff closely monitor and track the progress of individual and specific groups of children. This enables them to quickly highlight any gaps in children's development. Staff provide good support to help children close gaps promptly. All children make good progress in their learning, including those who speak English as an additional language.
- Staff establish positive relationships with parents and keep them fully involved in their children's learning. For example, they share activity ideas with them to enjoy at home together with their children, such as planting sunflowers or hunting for minibeasts.
- Children are happy, confident and settled in their play. Staff get to know children's individual personalities well and establish secure and trusting relationships with them.
- Children gain a good understanding of the importance of healthy eating. They enjoy making healthy produce, such as fruit salads and fruit smoothies.
- There are good opportunities for children to develop their writing skills to support their future learning. For instance, younger children give meanings to marks they make as they draw. Older children independently write their names with confidence.
- The manager closely monitors the quality of care and teaching that staff provide to children. For example, she regularly observes staff interact with children and provides them with helpful advice to support their future performance.
- Staff do not fully encourage children to be even more creative and freely express their own ideas.
- Staff do not consistently organise themselves well to promptly and fully engage all children in their choice of play and ensure that they make the most out of their play experiences.

What the setting needs to do to improve further

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

- build on children's opportunities to explore different ways to be creative and express themselves more freely
- review and improve the organisation of staff, to ensure that all children remain fully engaged in their play and learning experiences throughout the day.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager and staff evaluate their practice together effectively. They hold daily discussions to review how well the activities engaged children. They include the children's views in regular discussions about what they enjoyed most about their day at the pre-school. Staff use their findings to support their future activity plans. This helps ensure children remain interested in their learning and that they feel valued and listened to. All staff are keen to build on their skills and knowledge even further. They attend regular training beneficial to their practice. For instance, they have learned about the different ways to support children to manage their emotions and learn how to behave well. Staff use additional funding to meet children's individual needs effectively. For example, they have purchased equipment to support children's interest in exploring outdoors, such as more gardening and planting resources. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Staff teach children how to be safe. For example, they learn about how to cross the road safely during regular walks in the local environment.

Quality of teaching, learning and assessment is good

Staff regularly liaise with other staff at settings children also attend and establish positive partnerships with them. This helps provide children with a good, consistent approach to their shared care and learning experiences. For example, staff regularly share children's achievements. Staff support children effectively to prepare for their eventual move to school. For instance, children confidently count as they play. Staff build on children's ideas and interests well. For example, children who are excited to talk about their recent holiday bring their imagination alive in the beach role play. Children have good opportunities to explore the natural world and explore and investigate. For instance, they enjoy planting activities and grow flowers, strawberries, potatoes and sweetcorn.

Personal development, behaviour and welfare are good

Children are polite, and they behave well. They develop good social skills and build meaningful friendships and play happily together during group activities. Children develop a good understanding of other people's similarities and differences. For example, they learn about the traditions of other countries, such as Ireland, and St Patrick's day. They bake and taste Irish delicacies, such as soda bread. Children have good opportunities to develop and challenge their physical skills. For instance, they negotiate obstacles confidently. They manoeuvre around cones, using hobby horses and bikes.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children gain good skills to support their future learning. They are keen to communicate their ideas and answer good thought-provoking questions with confidence. Children confidently recognise simple words and enjoy a wide range of reading materials, including using puppets. Children enjoy participating in simple science experiments, such as exploring ice to create models.

Setting details

Unique reference number	127160
Local authority	Kent
Inspection number	10105146
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	41
Name of registered person	East Farleigh Pre-School Committee
Registered person unique reference number	RP904683
Date of previous inspection	15 May 2015
Telephone number	07586439018

East Farleigh Pre-school registered in 1997. It is located in an old school hall, in Maidstone Kent. The setting is open Monday and Tuesday, from 9.15am to 1.15pm, Wednesday and Thursday, from 9.15am to 2.45pm and Friday from 9.15am to 12.15pm, term time only. It receives funding to provide free early education for children aged three and four years. The setting employs eight members of staff, six of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who has qualified teacher status.

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