

Kilndown Pre-School Learning Group

Village Hall, Church Road, Kilndown, Cranbrook, TN17 2SF

Inspection date	11/11/2014
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The staff develop caring relationships with children that helps them settle quickly and happily.
- There is a positive range of natural and interesting resources for children to explore and investigate.
- The outside play environment supports children's physical development well, and promotes a healthy lifestyle as children are active and benefit from fresh air.

It is not yet good because

- There are no supervision arrangements to support and encourage the staff's professional development.
- The staff are not providing parents with the required written detail in the progress checks they complete for two-year-old children.
- Staff do not always use well-chosen next steps in children's learning to clearly inform the planning of challenging experiences suitable for each child.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the committee chairperson and the manager of the pre-school.
- The inspector invited the manager to carry out a joint observation.
- The inspector observed activities in the playroom and the outside play area, looked at some children's learning records and spoke to children's key persons.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector spoke to parents during the inspection and took account of parents' views.

Inspector

Sue Taylor

Full report

Information about the setting

Kilndown Pre-School Learning Group is a committee run group that registered in 2010. It operates from the village hall in Kilndown, Kent. Children have access to an enclosed outdoor play area. It is open each weekday from 9.15am to 1pm, term time only. The pre-school is registered on the Early Years Register and there are currently 11 children aged from two-years-old on roll.

The pre-school supports children with special educational needs and/or disabilities, and those who are learning English as an additional language. There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The pre-school receives funding for the provision of free early education for children aged three- and-four-years-old.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement suitable arrangements for the supervision of staff to provide support, and promote the interests of children and develop a culture of continuous improvement
- ensure the progress checks for two-year-old children provide parents with a short written summary of their child's development in the prime areas of learning

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

- strengthen the identification of children's next steps in learning to clearly inform the planning of challenging experiences tailored to each child's age and stage of development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

In general, staff are aware of their key children's individual learning needs. They observe children as they play and assess their stage of development. Staff track children's progress from their starting points so they can identify any gaps in progress. They use the assessments to help them decide children's next steps in their learning and plan activities to promote their progress. However, the identified next steps are not always well-chosen or used effectively to clearly plan activities that challenge children. Staff complete progress

checks for two-year-old children and provide a copy to parents. However, these reports do not include the required written summary of children's development in the prime areas of learning. This means parents do not get information relating to their children's personal, social, emotional development, physical progress, and their communication and language skills. Staff inform parents about their child's day and suggest ways they can support their child's learning at home.

The children enjoy their play and spend time at their chosen activities. The staff motivate children to take part in activities as they engage positively with them and this helps extend children's play. For example, at the inspection they encouraged children to find their favourite toys to use in the modelling dough activity. During outdoor play children had great fun as they played in the sand pit and garden boxes. They help grow flowers, fruit and vegetables, such as potatoes and strawberries. This supports children's understanding of the lifecycles of plants and how to care for them. Overall, staff support children's developing communication and language skills well. They listen to children carefully and value what each child has to say. Staff encourage children to put their own coats and shoes on to go outside, which promotes their physical and self-care skills soundly. Children are confident and develop independence as they make choices about their play. They play co-operatively with other children. As a result the children are acquiring the skills they need for going to school.

The contribution of the early years provision to the well-being of children

The staff get to know their individual key children well so they are able to support their care needs as well as help promote their learning. The support children receive from the staff encourages a positive sense of well-being. This helps ensure children are emotionally ready for the move to school. Staff manage children's behaviour well. Children share resources when necessary and show they listen carefully. Sensitive support is available from staff for those children who need some additional guidance. As a result children learn to manage their feelings and unacceptable behaviours.

Staff help children gain independence and confidence as they make easy choices about their play in the welcoming environment. Children are able to pour drinks and with staff support, learn to go to the toilet on their own. At snack time the staff encourage children's help and children cut the fruit up themselves, which promotes their independence and small physical skills. Children benefit from playing outside in the fresh air. They develop their physical abilities as they manoeuvre the ride-on toys and bikes, and enjoy digging in the sand pit or in the garden area. This helps children to develop their muscles and coordination skills. Staff begin to teach children about the importance of having a healthy lifestyle. They promote children's sound understanding of how to keep themselves safe. For example, children practise emergency evacuations and learn to use scissors and knives safely.

Staff ensure the resources and activities they provide daily meet children's interests, and suitably promote their learning. The room is light and airy, and resources are stored at a low-level to help children make independent decisions about their play. There are some

natural and interesting resources indoors for children to explore, which encourages their investigation.

The effectiveness of the leadership and management of the early years provision

The provider is aware of the safeguarding and welfare requirements, and is working with the staff to address some areas for development. She recognises that staff supervisions have not been available to help encourage individual staff member's professional development. This is a breach of the legal requirements. Staff complete a daily risk assessment check to help ensure the premises remain safe and secure for children. They supervise children well both indoors and outside. Staff have a suitable awareness about possible child protection issues and of the processes to follow should they have concerns about children's welfare. They complete safeguarding training and there are detailed written procedures to support their knowledge. The thorough recruitment process helps ensure the committee employ suitable staff and that appropriate checks are completed to establish their suitability. A clear induction programme helps new staff gain an understanding of their role and responsibilities.

There have been positive developments since the last inspection, for example, there is now an appropriate process for the confidential recording of accidents. The staff value and act on parent comments and feedback, such as increasing the number of formal consultations as requested. This provides regular times for parents to discuss their children's progress with staff. The manager has suitable plans for development and the staff team demonstrate a sound capacity to improve.

There are positive relationships with parents, and professionals involved in supporting children's learning and care needs. This helps to ensure children receive the care and support they need. In addition, this supports staff to meet children's individual needs well, fully supporting partnership working. Overall, the staff are meeting most of the learning and development requirements. The key persons routinely monitor children's progress from their starting points. The manager is overseeing this process to ensure it is consistent across the staff team. There are plans to introduce a tracking system where comparisons can be made for groups of children. This is to help the manager ensure that she, and the staff identify and address any gaps in children's learning quickly.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY420264
Local authority	Kent
Inspection number	845793
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	11
Name of provider	Kilndown Pre School Learning Group Committee
Date of previous inspection	11/05/2011
Telephone number	07803919897

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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