

# Blean Pre-School

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



## Inspection date

22 June 2016

Previous inspection date

8 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- The manager and staff have worked hard and skilfully to improve provision since the last inspection. This has a positive impact on children's learning. Staff now teach well, ensuring that they check children's progress carefully to ensure it remains good.
- Staff value all children and meet their individual needs effectively. Children develop strong relationships with their key persons, which helps them to feel safe and secures good levels of their well-being.
- Staff promote good behaviour and reinforce clear boundaries so that children know what is expected of them. Children are polite and well behaved.
- Relationships with parents are strong. Staff use various ways to engage and involve them in the pre-school. Parents value the bonds that staff develop with their children and appreciate staff's dedication to providing improved quality of care.

### It is not yet outstanding because:

- Staff occasionally miss ways to extend children's understanding of mathematical ideas further.
- Staff do not always use effective ways to promote children's learning to the highest levels.

## What the setting needs to do to improve further

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

- explore and develop children's awareness of mathematical ideas to extend their learning
- enhance opportunities for children to develop their thinking skills and express their own ideas further.

### Inspection activities

- The inspector observed the quality of teaching and children's activities.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability, their qualifications and relevant policies and procedures.
- The inspector took account of the views of parents made available during the inspection.
- The inspector looked at a sample of children's observation, planning and assessment records.

### Inspector

Soni Chana

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff are committed to improving outcomes for children and have succeeded in improving provision since the last inspection. For example, the manager now evaluates practice through regular communication with parents. She includes children and staff to develop ideas. The manager and staff use observations to identify planning and actions needed for daily activities in the pre-school. Thorough recruitment procedures are in place to provide a suitable team of staff. Staff receive regular training and ongoing guidance to contribute to improving the quality of their practice. Safeguarding is effective. Staff know about possible signs and symptoms that may cause concern for a child's welfare and know how to act if they have any concerns.

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

Children particularly enjoy playing in the well-resourced outdoor area where staff support children's own interests really well. For example, when children show interest in another country, staff help them draw maps with chalks. Children move trains along a track, read books and pretend to be different characters when they role play. Staff observe and check children's progress and plan accordingly for what they need to learn next. Staff exchange ongoing information regularly with parents. This two-way flow of information helps them to extend children's learning experiences. Staff interact well with the children to support them in developing good language and communication skills.

### Personal development, behaviour and welfare are good

Children are happy and relaxed in the setting. Staff are supportive; children's key persons work effectively with children, parents and other staff. This aids children's sense of safety and security in the setting. All children, including those with additional needs, are well supported. For example, staff communicate effectively with local schools and outside agencies to share information about children's particular needs. Children enjoy the pre-school, as staff are quick to support them. For example, they offer opportunities for family members to attend whenever possible. Children have plenty of opportunities to strengthen their physical development. For example, they take part in regular outdoor play to extend their physical skills and raise their activity levels further.

### Outcomes for children are good

Children make good progress in their development and are prepared effectively for their move to school. Children are happy and active learners. They develop positive social skills; for instance, they play well with each other and make independent choices. Children gain good communication and language skills; for example, they all enjoy singing songs and listening to stories to develop their love of books. Children happily engage in activities and concentrate well as they play.

## Setting details

<b>Unique reference number</b>	127023
<b>Local authority</b>	Kent
<b>Inspection number</b>	1028567
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Blean Pre-School
<b>Registered person unique reference number</b>	RP519603
<b>Date of previous inspection</b>	8 October 2013
<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 9.15am to 12.15pm, during term time only. A lunch club runs from 12.15pm to 1.30pm daily, subject to availability. There are seven members of staff, of whom one has Qualified Teacher Status, one has a Foundation Degree in Early Years, three have a level 3 qualification and two have level 2. The pre-school provides funded early education for children aged two, three and four years old. The pre-school receives support from the local authority.

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