

Brenchley Pre-School

Brenchley Road, Brenchley, TONBRIDGE, Kent, TN12 7NY

Inspection date

Previous inspection date

29/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The learning environment is exceptionally well-resourced, supporting children's independence and giving them an excellent range of enticing activities.
- Children enjoy exemplary opportunities to learn about healthy eating and healthy lifestyles. They build very good skills in personal care as a result.
- Staff have astute systems in place to monitor the provision. The only changes they make are first proven to benefit children.
- Staff have very strong teaching skills and also recognise the importance of giving children time to pursue their own play ideas.
- The excellent links with other agencies mean children's individual needs are very well met and they are well-prepared for school as a result.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play.
- The inspector talked with staff about how they planned and assessed children's learning.
- The inspector met with the management team to discuss how the provision was monitored and developed.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full Report

Information about the setting

Brenchley Pre-school first opened in 1964. In 2012 the pre-school moved to nearby premises in the grounds of Brenchley & Matfield C of E Primary School. It is run by a committee made up of parents. Links with the school are well established. Children have access to a secure enclosed outdoor play area. The pre-school is open Monday to Friday from 9am to 4pm term time only. The group serves the local and surrounding area. The pre-school is registered on the Early Years Register and the compulsory part of the

Childcare Register. Currently they have 72 children on roll, all of whom are in the early years age range. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years old. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 members of staff working directly with children, all of whom are qualified for their role. The manager has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance how children hear and say the initial sounds of words by having a more consistent way of asking children to link sounds to letters.

Inspection judgements

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

Staff have created an excellent learning environment. Children can readily choose from a wide range of toys and play equipment which supports their independence. Resources invite exploration. For example, there is a wide range of real, non-working cameras and telephones for children to play with. Resources are also imaginative, such as a box of socks, each containing buttons, bells or pasta, which invite children to match the textures or sounds within. The routine maximises children's opportunities to get really absorbed in what they are doing and staff know the importance of giving children time to complete their ideas. For example, children who are reluctant to get messy can slowly experiment one touch at a time, building their confidence with new textures. Staff plan and lead many activities in exemplary detail, which gives children individualised learning experiences in their key worker groups. Staff are extremely skilled at adapting activities to children's personal learning styles and stages of development. As a result, children enjoy the challenges set, which is excellent preparation for future learning in school. Staff have exemplary skills in engaging children in group activities, for example, ensuring all children are able to actively take part in story times and dance activities. All staff have excellent teaching skills, although on occasion, children do not clearly understand what staff are asking of them. For example, when linking sounds and letters, staff are not always clear when asking children the initial sound of the word, and get several different answers as a result.

Staff are rigorous in establishing children's starting points and analysing their capabilities. Key people therefore know their children extremely well right from the beginning. Staff record children's achievements in learning journals and use the Development Matters in the Early Years foundation Stage guidance to expertly track children's learning. They plan sharply focused activities to support children's acquisition of new skills. As a result, children make outstanding progress. Parents meet with their child's key person every term. Parents share the child's home achievements using the 'Wow' board and children show great pride in seeing their success celebrated.

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

The key person system is very well-established and provides highly effective support to the child. Parents can tailor the settling-in process to suit their child. As a result, children form secure emotional attachments and enjoy exploring the setting from this secure base. Children's behaviour is exemplary. They clearly know the routine very well and demonstrate mature skills in cooperative play from an early age. Children thrive as they can set their own challenges and manage their own risks. For example, children grin with pleasure as they master the skills involved in standing on a 'wobble board'. Children are confident to share their concerns with staff, such as being worried about the volume of the fire alarm test. Staff very carefully explain what is about to happen and help a child decide how best to manage their feelings. They stay with the child until reassured, giving secure support and helping the child to be more resilient. Children enjoy a very healthy diet in the setting and demonstrate that they are very independent. For example, they can get their own plates and cups, pour their own drinks and help prepare their snacks, before tidying away their things afterwards. They thrive on taking this kind of responsibility and show great pride in their skills. Children can also grow their own food in the garden, and see how composting their waste food makes soil and completes the cycle. This exemplary approach means that children have a strong understanding of where food comes from, as well as knowledge about how to keep healthy. Children learn excellent hygiene habits. For example, they know they must catch germs from a cough in a tissue and put it straight in the bin.

Staff have initiated excellent relationships with the receiving schools. For example, rising five year olds regularly visit the local school to use gym equipment or attend school performances. They have the opportunity to wear the uniforms of their receiving school in their dressing-up play. Staff prepare excellent summative assessments and talk with teachers to help smooth the transition. Parents are highly appreciative of this attention to detail as they describe how positively their children made the transfer.

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

The provider and staff team have an exceptional understanding of how to safeguard children. All staff are trained in child protection and undergo all appropriate checks to ascertain their suitability. They have a very secure knowledge of how to respond to any concerns they may have about a child's welfare. The designated health and safety officer is rigorous in carrying out her duties and all staff are vigilant about keeping children safe. For example, staff studiously follow the detailed procedures for administering medication to children. Similarly, all staff understand that efficient documentation is integral to securing children's well-being. The pre-school is run by a managing committee of parents who work very effectively with the staff team to provide a very high standard of provision. With their advanced qualifications and exceptional commitment to meeting the needs of children, the management team have established an inspirational ethos, which is shared by all staff and parents. This means that targets for improvement are rooted in a common understanding, raising standards and sustaining existing excellent practice. For example, staff implement the best practice identified by those staff taking higher qualifications. Monitoring the educational programme and children's achievements is exemplary. Staff pilot new initiatives to test and refine a new process before rolling it out to the team. Such new initiatives are judged solely in their impact on the children, which means that children are always the beneficiaries.

Staff receive excellent support in reaching and maintaining such high standards. Annual appraisals and regular supervision mean that staff can develop their qualifications, as well as building other skills. They learn from senior staff who work alongside them in all areas. The chairperson takes a significant role in the appraisal system, which ensures she is aware of how effectively the provision is working. Staff have highly effective partnerships with all agencies who are involved with the children. This means that children with additional needs receive excellent, consistent support which is tailored to meet their needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY446314
Local authority	Kent
Inspection number	796998
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	38
Number of children on roll	72
Name of provider	Brenchley Pre-School Limited

Date of previous inspection	Not applicable
Telephone number	01892724261

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

