

Inspection of Shoreham Village Pre-School

Shoreham County Primary School, Church Street, Shoreham, Sevenoaks, Kent
TN14 7SN

Inspection date: 12 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at the setting confident, happy and eager to learn. Staff expertly set up the environment to enable all children to have full access to the exciting and ambitious curriculum. Children swiftly settle into the day. They choose to engage in a variety of attention-grabbing activities, both indoors and outdoors, that cover all areas of learning. Staff take advantage of the natural and sensory resources in the surrounding woods to inspire learning. Children further expand skills such as coordination and balance. They make excellent progress in their fine and gross motor skills as outdoor learning is an essential part of this ambitious curriculum. Staff further extend the learning with the addition of 'topic-boxes' that support current interests, such as incorporating 'dinosaurs' into language and mathematics activities.

Children behave exceptionally well, supported by skilled staff in developing their social and emotional skills further. Children consistently use their language skills to express their feelings. They regularly use well-positioned resources to aid them and their peers in turn-taking. For example, they independently access sand timers to help them understand how long they need to wait for a turn. Staff model good behaviours effectively. Children routinely use good manners towards their friends and adults, highlighting the high levels of respect and understanding expected. Staff approach every interaction skilfully, using their expert knowledge to enhance children's learning. They encourage meaningful conversation through targeted support for each child. Children build secure and safe relationships where they feel confident to ask for help if required.

What does the early years setting do well and what does it need to do better?

- The staff foster an environment that is rich in language. Communication and language development are at the heart of their curriculum. For example, the introduction of reading racks, both indoors and outdoors, constant use of singing to mark transitions and story time, and mark-making and early intervention programmes assist children's high levels of development.
- Staff have excellent knowledge of the children attending and know what they want them to learn. They prioritise the key areas of learning and quickly identify next steps for each child to ensure the progression for all children is swift.
- The learning environment is very calm, warm and inviting. Children are consistently engaged in a variety of child-led activities for long periods of time. They are very secure in the routines of the day and cooperate fully with key adult-led activities. Staff enable children's independence. Children show a constant eagerness to do things themselves, such as putting on coats and wellington boots.
- The curriculum is designed to be wide, varied, exciting and engaging for all

children. An environment of rich vocabulary and extensive use of mathematical language assist children's understanding and learning. Wide-ranging opportunities across all areas of learning fully prepare children for their next steps in learning.

- Children are confident in their interactions with one another. Staff enable children to use their language skills to enquire, investigate, explore and be imaginative. Accurately timed support facilitates children's learning in particular areas of interest. Children receive the time they need to explore and develop the skills needed to regulate their own behaviour or ask for help.
- The manager successfully adjusts and evaluates the curriculum based on the needs of the current cohort to ensure they meet every child's needs. For example, they have monitored the impact of the pandemic and have introduced a 'quiet area' for those children who may struggle with larger group interactions, along with small-group sessions to further enhance their listening and attention skills.
- Partnership working is highly effective and successful. For example, parents are very happy with the communication between them and the staff and say that 'they know their children are learning a lot by attending this pre-school' and that 'the staff are so lovely'.
- Staff are well supported, and retention of staff is high. Training opportunities enable ongoing learning for all. This in turn has a positive impact on the progress the children make, as the skills and knowledge of staff are current and secure.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	127539
Local authority	Kent
Inspection number	10375900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	25
Name of registered person	Shoreham Village Pre-School Committee
Registered person unique reference number	RP522433
Telephone number	01959 525577
Date of previous inspection	8 May 2019

Information about this early years setting

Shoreham Village Pre-School registered in 2001 and is run by a committee. It operates from a separate building in the grounds of Shoreham Village School, near Sevenoaks in Kent. The pre-school is open four weekdays during term time only, on Monday, Tuesday, Wednesday and Thursday from 9am to 3.20pm. It is in receipt of funding for free early education for children aged two, three and four years. There are three members of staff, all of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Sonia Lee

Inspection activities

- The provider and inspector completed the learning walk together and discussed the rationale for the curriculum.
- The inspector carried out a joint observation with the provider and carried out general observations throughout the day.
- The inspector spoke with parents, and they shared their views about the setting.
- The inspector spoke to both staff members about their key children and how they keep children safe.
- The inspector looked at all relevant documentation and certifications.

We carried out this inspection 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.

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