

# Holden Park Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY307672
<b>Inspection date</b>	01/02/2011
<b>Inspector</b>	Sue Taylor
<b>Setting address</b>	Holden Park Gospel Hall, Rear of 61 Prospect Road,, Southborough, Tunbridge Wells, Kent, TN4 0EH
<b>Telephone number</b>	01892 520626
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Holden Park Pre-School is run by Holden Park Pre-School Limited. It opened in 2005 and operates from a converted chapel. Children have access to a small secure outdoor play area. The pre-school is situated in a residential area of Southborough. It is open each weekday during term time from 9am to 3.15pm. The out of school club runs from 3.30pm to 5.30pm and when there is sufficient demand the breakfast club operates from 8am to 9am during term time. The holiday club is open from 8.30am to 5.30pm Monday, Wednesday and Friday during school holidays, if there is sufficient demand. Children from the pre-school may also attend the breakfast club, after school sessions and holiday club.

A maximum of 26 children may attend the provision at any one time. The pre-school is registered by Ofsted on the Early Years Register and there are currently 70 children aged between two and the end of the early years age range on roll, some in part-time places.

The pre-school also offers care to children aged over five years to 11 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The pre-school currently supports children with special educational needs and/or disabilities as well as those who speak English as an additional language.

There are nine members of staff working with the children, eight of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2 and most are to level 3. The pre-school provides funded early education for three and four-year-olds and some two-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and are making good progress, ably supported by the staff team at the pre-school. Overall, the available documentation supporting the employment processes and children's learning is well maintained. The strong links with parents and others promotes and encourages good partnership working. There are clear strengths in leadership and management, including realistic plans for further improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- strengthen the recruitment process by including written detail of health suitability

- improve the monitoring of children's achievements to clearly show how well they are progressing towards the early learning goals from their starting points.

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

All required records and documentation are in place and well organised. Detail obtained from and shared with parents ensures children's individual needs are met well. A good recruitment process helps ensure that adults are suitable to work with children. However, there is no formal system of recording discussed detail about an employee's health suitability. Processes such as inductions and appraisals support staff in their professional development and further training is encouraged. Arrangements for safeguarding children are robust and understood by the staff, with procedures in place for liaising with parents and appropriate agencies when necessary. The environment in which children are cared for is secure and safe. Staff demonstrate a positive commitment to promoting children's safety.

The pre-school regularly asks parents and carers for their views and uses received responses to help support outcomes for children. Also children's views and comments are valued, with their interests informing the planning of activities or resources. The owner and staff have a good awareness of their strengths and areas for development. Future plans are realistic and have the ability to further improve children's outcomes and learning opportunities. For example, there are plans to extend the size of the outdoor area and to continue encouraging involvement from parents with supporting their child's learning and making contributions to the learning records. Since the last inspection, as requested, improvement has been made to record keeping and early years learning, for relevant children in the out of school club, is well supported.

The available resources are used well to achieve the planned targets in learning and development and their positive use clearly supports children's outcomes. The environment and storage systems encourage children to make choices about their play. Resources include natural items for children to explore, for example they were fascinated when the Christmas tree was cut up and utilised for craft and play opportunities. Some activities and resources help support children learn about the wider world and to respect differences.

The staff have a good knowledge of each child's background and needs, enabling them to provide any identified additional support as early as possible. Information is shared, where appropriate, to ensure that each child gets the support he or she needs. Monitoring of children's progress towards the early learning goals enables key persons to note any achievement gaps and ensure these are included in future planning. However, as children progress, the current system does not retain detail about starting points and as a result, the rate of children's ongoing progress is not clear.

Partnerships are well established and make a strong contribution to children's achievement and well-being. Communication takes place between other early

years providers supporting individual children to ensure information is regularly shared and used to promote children's progression and continuity of learning and care. Parents and carers are kept well informed about their children's achievements and how they spend their time at pre-school. They are very positive about the pre-school, commenting on the friendly staff in addition, to how useful they find the consultation meetings and sharing of their child's learning journeys.

The owner and staff team are confident about what the pre-school needs to do to improve further and have been successful in making and sustaining improvements to date. The day to day sessions run smoothly and the staff team work well together.

## **The quality and standards of the early years provision and outcomes for children**

The staff know all the children well, especially their key children. By knowing children's interests, likes and dislikes they are able to plan interesting and fun activities that children want to participate in, supporting their next steps. Each child's learning journey provides a good record of children's achievements, clearly linked to the Early Years Foundation Stage. The positive and friendly attitudes of the staff create an environment where children have a sense of belonging, are encouraged to make choices and decisions for themselves. Children attending the out of school provision are similarly catered for, with observations and assessments made as they play and activities planned to meet their interests or identified needs.

Children decide if they want to play outside. Although the area is quite small, good use has been made of the available space. For example, suspended containers collect rain water to be measured, children practice mark making with chalks or water painting and have great fun catching or learning to blow bubbles. The staff are good at extending children's play, for example by getting children to count how many bubbles they can catch or pop. Resources are used well, supporting children's learning and interests. For example, use of the internet enables a child to learn more about his favourite subject - whales, as well as gaining an awareness of how information and communication technology works.

As well as man-made resources children are able to explore a range of natural items such as pine cones, potatoes grown at the pre-school's allotment or sheep's wool. The use of a light box extends their interest and exploration. Children have immense fun as they explore different media, for example cornflour and water is a particular favourite as well as paint, water or sand. They use play dough with varied tools, creating shapes or models, having participated in the making of the dough earlier. Children gain independence skills as they can access the toilets easily, pour drinks at snack time or get their own coat when going outside. Children's learning enables them to gain the skills needed for the future and support their transition to school.

Children have healthy choices at snack time and have easy access to drinking

water throughout the session. They bring packed lunches and information is shared with parents about the need for ice packs to prevent perishables spoiling and ideas for a balanced, nutritious content. Children regular visit the pre-school allotment, learning how food grows and how to care for it. They grow vegetables such as carrots and potatoes and get to sample these at the pre-school.

Staff provide a friendly and caring environment where children feel relaxed, secure and welcomed. Children are keen to communicate and share their play and interests with others. They listen well to stories and know when to excitedly participate in the story telling. For example, a story told by a member of staff using props was enjoyed immensely, showing children feel it is safe to join in. Regular fire drill practises alongside clear explanations by the staff help children learn how to keep themselves. They use tools such as scissors safely.

Behaviour management at the pre-school is very good. There are clear processes in place and individual children are well-supported as needed or given opportunities to take on responsibilities. As a result, children behave well, cooperate, take turns and respect each other. They make regular trips to the local community, for example, visiting shops or attending the harvest festival at the local school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met