

Holden Park Pre-School

Holden Park Gospel Hall, Rear of 61 Prospect Road,, Southborough, Tunbridge Wells, Kent, TN4 0EH

Inspection date	15/12/2014
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children benefit from a welcoming, inclusive setting. They choose from a good range of play materials and resources that are well organised to encourage their independence.
- Staff plan and provide varied and interesting activities and experiences for children that support their good progress in their learning and development.
- Children with special educational needs and/or disabilities are supported well.
- Staff work closely with parents and keep them well informed about their child.
- The staff team reflect on their practice and are keen to continually develop and improve the pre-school.

It is not yet outstanding because

- Staff do not always plan and organise group activities effectively to fully engage all children.
- Staff have not fully extended the use of children's home languages within the pre-school for all children who are learning English as an additional language.

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.

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

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector had discussions with the provider, the manager and staff.
- The inspector sampled records including risk assessments, children's files, planning, development plans and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and read parent questionnaires and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Holden Park Pre-School registered in 2005 and is privately owned. It operates from a converted chapel in a residential area of Southborough in Tunbridge Wells, Kent. Children have access to a main playroom and there is an enclosed outside play area. The pre-school is open each weekday from 8.45am to 3pm during term time. Children can attend a morning or afternoon session or all day. The after-school club runs from 3.10pm to 5.30pm each weekday during term time and there is a breakfast club from 8am to 9am if there is sufficient demand. During the school holidays, the club is open from 8.30am to 5.30pm Monday, Wednesday and Friday.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children in the early years age group on roll, whose ages range from two to five years. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities, and those who are learning English as an additional language. There are 11 staff who work with the children, including the manager and the provider. The manager has a level 4 childcare care qualification, one staff member has a qualification at level 6 and eight have level 3 qualifications. One staff member is currently working towards a qualification.

What the setting needs to do to improve further

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

- review the planning and organisation of group sessions to fully engage all children
- extend the use of children's home languages within the pre-school to further support children's language and communication skills.

Inspection judgements

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

Staff welcome all children into the pre-school. They gather detailed information about each child's background, starting points and needs. They talk to parents during settling-in visits and ask them to fill in comprehensive registration forms. This helps them get to know children well so they can provide the support they need. Staff make regular observations of children's achievements and plan activities based on children's interests and next steps. They use their assessments effectively to identify any areas where children would benefit from additional support. As a result, children make good progress in their learning. Staff talk to parents every day and invite them to regular meetings to

discuss their child's progress and development. They provide suggestions for activities they can continue outside of the pre-school and encourage them to share information from home. This approach means parents are effectively involved in their child's learning.

Staff plan and provide a wide variety of stimulating activities to support children's learning and ensure they enjoy their time at the pre-school. They teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's communication and language skills when they talk to children as they play. They ask questions and give children time to think about their answers. Staff effectively promote children's interest in books by providing an inviting, comfortable area where they can relax and share stories. Children enjoy looking at books with their friends or listening to staff read to them. In most cases, staff support children who are learning English as an additional language appropriately by finding out key words from home to use in the pre-school. However, signs and labels around the room do not always reflect the languages current children speak at home. In addition, staff do not always fully extend the use of children's home languages within the pre-school, for example, through stories or songs.

Staff provide interesting opportunities for children to find out about the world around them during visits to the pre-school allotment. Children dig and explore using magnifying glasses, and help water and care for plants. They grow vegetables and bring them back to pre-school to prepare and eat. Staff encourage children to use their imaginations when they join in with their play. During the inspection, children had fun dressing up and acting out a familiar story in the outdoor area. They eagerly helped themselves to materials from the well-stocked creative trolley to design and make models or pictures according to their own ideas. Staff supported them by making sure that suitable resources were accessible and encouraging them to persevere with the task. Staff used props and visual aids to engage children during songs and group activities. However, during the inspection, some group sessions were too large and lasted too long to hold children's interest. Some children were not fully involved and became bored. This affects how much children learn from and enjoy these activities.

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

Children settle quickly in this friendly, welcoming pre-school. They make good relationships with staff and each other. Children come for visits before they start, which helps their key person get to know them and their family well. Staff place a strong emphasis on supporting children's emotional wellbeing and they work hard to make sure that transitions and changes, such as a change in key person, are managed sensitively. Staff are caring and attentive to children's individual needs. They provide consistent guidance and support for children. They use strategies such as a visual timetable, cue cards and sounds that indicate that it is time for snack or to tidy up. This helps all children become familiar with daily routines and expectations. As a result, there is a positive atmosphere. Children behave well and learn to manage their own behaviour, showing care and concern for their friends.

Staff use space and resources well to create an inviting play environment for children.

They organise resources in low-level drawers and units so that children can easily select things for themselves. Children show high levels of confidence and independence as they choose from the good range of play materials. Staff make daily checks of the pre-school and outdoor play space to make sure all areas are safe and free from hazards. They complete risk assessments of any outings and school pick-ups. They take immediate steps to review and update their procedures following any serious accidents to ensure children remain safe and well cared for. Children learn about risks and how to keep themselves safe when staff remind them why they should not run inside or talk to them about using equipment such as the scissors safely. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Most staff have first-aid certificates, which helps ensure that children are appropriately cared for if they have an accident or are unwell. Children learn to manage their own personal needs when they wash their hands before they eat or after using the toilet. They benefit from a variety of healthy snacks and enjoyed rice cakes and fruit during the inspection. Staff encouraged children's independence at snack and meal times. Children gained useful self-care skills as they confidently spread their own toppings and poured their own drinks. Children play outside in the outdoor play area every day, benefiting from the fresh air as part of a healthy lifestyle. Staff take them on regular visits to the park and the allotment and they can also use a local school playground. This provides further opportunities for children to practise their physical skills.

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

Robust recruitment procedures help ensure that all staff are appropriately vetted and are suitable to work with children. Staff all complete child protection training and are familiar with the procedures to follow if they have concerns about a child's wellbeing. This helps safeguard children's welfare. All required documentation is in place that supports the smooth day-to-day running of the nursery. The manager monitors staff performance effectively through frequent peer observations and supervision sessions. All staff are encouraged to attend local courses or further their professional qualifications. Staff make good use of training opportunities to improve practice at the pre-school. For example, they recently used knowledge and ideas from a well-being and involvement course to improve the key-person system and the process for introducing children to the pre-school. This has had a positive impact on how well children settle in when they first start.

The staff team show a good understanding of the learning and development requirements. They monitor children's progress closely and this helps them promptly identify any gaps in children's learning or areas for additional support. They adapt activities where needed and make sure that all children can take part. Children with special educational needs and/or disabilities make good progress due to staff's knowledgeable and individual approach. Staff work very closely with other professionals and agencies. As a result, children experience a highly consistent approach that meets their needs well. Where children attend more than one early years setting, staff share information on a frequent basis.

The manager and staff team continually evaluate and review what they do in order to develop and improve the pre-school. They respond well to children's changing interests and needs. This helps ensure that children continue to benefit from new and varied challenges and experiences. In particular, staff have developed their support for children with additional needs and for younger children since the last inspection.

Staff welcome parents into the nursery. They keep them well informed through daily conversations as well as notice boards that they update each day. Parents have access to a wide range of useful written information and policies and procedures. Parents comment that they particularly value the friendly and helpful staff team. They say that their children are very happy at the nursery and they are pleased with their progress.

The Childcare Register

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

The requirements for the voluntary 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	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	EY307672
Local authority	Kent
Inspection number	827939
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	60
Name of provider	Holden Park Pre-School Limited
Date of previous inspection	01/02/2011
Telephone number	01892 520626

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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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Piccadilly Gate
Store St
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M1 2WD

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