

Roselands Pre - School Ltd

Salisbury Road, Tonbridge, Kent, TN10 4PA



Inspection date

26 February 2015

Previous inspection date

18 June 2009

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

Summary of key findings for parents

This provision is good

- Children have good relationships with staff. Settling-in arrangements ensure that children have lots of support and encouragement to enable them to confidently leave their parents. Children are making good progress in their learning because they are offered a wide range of challenging activities which cater for their individual interests and needs.
- Staff have a positive impact on children's learning because they effectively observe and assess children's progress. They identify their children's next key steps and use these to inform the planning of activities.
- Staff teach children to behave well by sharing toys, using them safely and considering the needs of others as they play.
- Staff have good working relationships with parents. They effectively engage parents in their children's learning through regular reviews of their children's progress and the sharing of children's daily achievements.
- All staff have a good understanding of their roles and responsibilities to protect children and keep them from harm. They include children in emergency evacuation drills so that children learn to keep themselves safe in an emergency.
- Staff work effectively with other professionals to help support children's development and learning if they are not progressing as expected.

It is not yet outstanding because:

- The youngest children are not fully able to move freely around the setting in order to choose when to play outside or inside.

What the setting needs to do to improve further

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

- review the way the daily routines for the youngest children are organised to promote their independence and decision- making skills.

Inspection activities

- The inspector sampled a variety of paperwork including safeguarding procedures, accident records and children's learning journey records.
- The inspector observed the interaction between staff and children indoors and outside.
- The inspector and the provider carried out a short joint observation.
- The inspector talked to parents and staff during the inspection.

Inspector

Linda Coccia

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The children are eager to play in the well-equipped role play area and utilise the area well. The good range of real household equipment helps them use their imaginative skills to act out what they see at home. The creative areas have a wide range of different resources, including a play dough table where children sit together and chat as they create models. Children use the book corner really well choosing to sit and read books on their own and with a member of staff. Staff effectively involve children in the stories, discussing what comes next. Numbers, shapes and other mathematical concepts are displayed around the room. Children happily use magnifying glasses and binoculars in their play. The outdoor area is attractive to children with soft floor surfaces and secure fences. The outdoor equipment is solid and robust. The children competently use the treadmill, the ski-walker and bicycles. They plant different kinds of fruit and vegetables in the colourful growing boxes. Therefore, they begin to understand about where food comes from.

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

The staff have created a separate play room for the youngest children to help them feel emotionally secure. However, as the children become more confident, they are not always able to decide when to play in the garden or play with siblings in the other room. The children enjoy snack time and are competent in pouring their own drinks and serving themselves from the food available. Children independently manage personal hygiene routines and can put on their own coats. These activities help children to prepare for school. The children visit their local school supported by their key person and reception teachers visit the children in the setting. Staff talk to children about their feelings in preparation for school so that children are physically and emotionally ready for changes.

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

The provider understands her responsibility towards her staff regarding their professional development. Recent staff training sessions regarding safeguarding have had a good impact on the children because the procedures protecting them are more robust. The provider evaluates her setting by using the views of parents, staff and children. She uses their suggestions to bring about improvements to benefit children. The provider effectively monitors the activity planning to ensure staff are catering for the needs of each child.

Setting details

Unique reference number	EY256976
Local authority	Kent
Inspection number	837215
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50
Number of children on roll	43
Name of provider	Roselands Preschool Limited
Date of previous inspection	18 June 2009
Telephone number	01732 506662

Roselands Pre-school registered in January 2003. It operates from a large hall on the outskirts of Tonbridge, Kent. The pre-school is open each weekday from 9am to 12 noon for 38 weeks of the year. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, of whom, five staff have recognised childcare qualifications.

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