

# Roselands Pre-School Highamwood



Woodlands Cp Junior School, Higham School Road, TONBRIDGE, Kent, TN10 4BB

**Inspection date** 11 May 2015  
Previous inspection date 11 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know the children well. They plan activities based on children's interests and development needs. As a result, children are motivated to learn.
- Children make good progress in their learning. Staff help them to develop the key skills they need to be effective learners now and in the future.
- Children behave well because they understand the expectations of staff. Staff praise children for positive behaviour which supports children's self-esteem.
- Children are happy, settled and feel secure because staff develop good relationships with children and their parents.
- The manager works closely with parents and other professionals to identify and meet children's individual needs.
- The manager has a robust monitoring system to ensure the educational programme effectively covers all areas of learning.

### It is not yet outstanding because:

- Staff do not always manage the daily routines effectively to enable children to complete self-chosen activities before taking part in group activities, such as story time.
- Staff do not always provide a wide range of mark making resources for children to use to develop their early writing skills as they play.

## What the setting needs to do to improve further

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

- review the daily routine to provide children with increased opportunities to choose between adult-led and self-chosen play
- extend the availability of mark making resources to enable children to develop early writing skills during imaginative play.

### Inspection activities

- The inspector observed the children and staff during play and everyday activities.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to the management team, staff and children and took account of their views.
- The inspector looked at documentation, including policies and procedures, staff and children's records.

### Inspector

Lucy Newman

## Inspection findings

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

Staff are skilful at extending children's learning. They ask children questions to encourage them to think and provide additional resources where appropriate to challenge children's play. For instance, children discover farm animals with the building blocks and immediately set about making homes for them. Staff praise children for their efforts, which encourages them to persevere and adapt their ideas. Staff follow children's interests. For example, children make treasure maps and plan with staff how to rescue the treasure from an imaginary crocodile infested lake. Staff keep parents informed of their children's progress and make suggestions as to how they can continue children's learning at home. They carry out regular assessments of children's learning in order to plan effectively for their needs. This means all children, including those with special educational needs and/or disabilities make good progress in their learning.

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

Staff teach children what they need to do to be healthy. They talk with children about healthy choices during everyday play activities, such as playing shops. They provide healthy snacks and encourage children to be physically active. Staff support children to take risks in their play as they negotiate steps, the slide and attempt to ride balance bikes. They develop self-confidence as staff encourage them to become increasingly independent in their play and to manage their own care needs. Staff display photographs of the children at different activities. As a result, children feel valued and this boosts their self-esteem. Staff treat children with respect, asking if they can join in with their play or help them. As a result, children learn to treat each other with respect and enjoy playing together.

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

Leadership and management are effective. Clear policies and procedures ensure all staff understand their roles and responsibilities. Safeguarding procedures are particularly strong. Recruitment is robust and staff know how to keep children safe. The manager regularly meets with staff to evaluate the effectiveness of planned activities, identify areas for improvement and discuss their teaching practice. Recent training has focussed on developing children's communication skills. As a result, staff have introduced new strategies to enhance their teaching and give children more support in this area. The manager regularly shares information about children's progress with other settings they attend. She invites local reception teachers to the pre-school to meet the children and discuss individual children's needs. This helps children as they move on to school.

## Setting details

<b>Unique reference number</b>	EY404011
<b>Local authority</b>	Kent
<b>Inspection number</b>	831277
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Roselands Pre-School Highamwood Ltd
<b>Date of previous inspection</b>	11 May 2010
<b>Telephone number</b>	01732368580

The pre-school registered in 2009. It is in the grounds of Woodlands Infant & Junior schools in Highamwood, Tonbridge, Kent. The pre-school is open Monday to Friday, from 9am to 3.30pm, during term time. The pre-school employs 15 staff, 14 of whom work directly with the children. Of these, 12 members of staff, including the manager, hold appropriate early years qualifications. The pre-school provides funded early years education for qualifying three and four-year-olds.

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