

Roselands Pre - School Ltd

Salisbury Road, Tonbridge, Kent, TN10 4PA



Inspection date

9 March 2017

Previous inspection date

26 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are proactive in continuing to develop their skills and knowledge. This helps improve their practice. For instance, they attended training to improve their understanding of how children communicate.
- Children have a good range of interesting ways to develop their creativity. For instance, they explore marks in unusual ways, such as painting with bubbles.
- The manager and staff work together to evaluate and review their practice. They observe each other teach and provide constructive advice. They use the feedback to make positive improvements to practice.
- Staff have a well-established key-person system in place. This supports children to settle happily and quickly into play and develop a good sense of belonging.
- Children are confident communicators. They are keen to share their ideas with their friends. Children develop good listening and speaking skills.
- There are good opportunities for children to learn skills to support their future learning. For instance, they gain mathematical skills such as counting as they play.

It is not yet outstanding because:

- Staff do not make the most out of the ways to extend the level of consistency in children's learning when they also attend another setting.
- Staff miss opportunities to organise changes in daily routines to ensure that they engage all children more promptly in the next activity.

What the setting needs to do to improve further

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

- extend the range of ways to communicate with other early years settings that children also attend to develop consistency in children's care and learning
- improve the organisation of changes in the daily routines to fully engage all children and support their learning further.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors the good consistency of care and learning that staff provide the children well. For instance, she carries out one-to-one meetings to discuss staff's performance. She uses the meetings to highlight any areas of practice that she can help the staff improve on. The manager has high expectations of the staff and this helps ensure that they support children to remain engaged and interested during activities. Staff introduce activity ideas on a weekly basis to motivate children to engage in new learning experiences. The manager and staff effectively monitor and track children's progress. This helps them to promptly highlight any gaps in children's development and provide individual support to help children catch up in their learning. All staff have a good knowledge of the safeguarding procedures in place to help protect children's welfare. All staff know who to contact to follow up any concerns about children's safety. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff support children to prepare for the move to school well. For example, they encourage children to develop their independence, such as putting on their own shoes and coats and choosing their own play with confidence. Staff build on children's interests well. For instance, children who were excited by a story based in Antarctica were encouraged to build their own snow mountain and make ice and snow to bring the scene to life. Children have good opportunities to explore and investigate. For example, they carry out bug hunts and use magnifying glasses to observe the creatures close up.

Personal development, behaviour and welfare are good

Staff are positive role models. Children behave well, and are polite and kind to each other. They happily help each other to complete tasks. Children learn to compromise as they use timers to indicate when it is time to share resources with a good level of maturity and patience. Staff encourage children to develop a good understanding of other peoples' similarities and differences in the wider world. For instance, they celebrate festivals from around the world. Children develop a good understanding of healthy lifestyles, as they choose to exercise, rest and recuperate. Children challenge their physical skills. For example, they climb and balance on large equipment.

Outcomes for children are good

Children of all ages make good progress in their learning in relation to their starting points. For instance, older children learn good early reading and writing skills as they recognise letters in the environment on walks and write their names. Children participate in challenging activities that require a level of understanding of how to use tools safely. For instance, they use hammers and nails to tap shapes onto wooden boards.

Setting details

Unique reference number	EY256976
Local authority	Kent
Inspection number	1085798
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	42
Name of registered person	Roselands Preschool Limited
Registered person unique reference number	RP521307
Date of previous inspection	26 February 2015
Telephone number	01732 506662

Roselands Pre-school registered in 2003. It operates from a large community hall, in Tonbridge, Kent. The pre-school is open Monday, Thursday and Friday, from 9am to 1pm and Tuesday and Wednesday 9am to 12noon, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff, six of whom hold relevant early years qualifications at level 3.

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