

# Bradbourne Park Pre-School



c/o Sevenoaks Primary School, Bradbourne Park Road, Sevenoaks, Kent, TN13 3LB

**Inspection date** 28 April 2017  
Previous inspection date 20 May 2015

<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
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 management team and their staff are motivated, enthusiastic and reflective. They regularly review their practice and identify areas for improvement. Effective action plans help to ensure continuous improvement and achieve good outcomes for children.
- Staff make regular assessments of individual children's achievements and provide them with good-quality learning experiences. All children make good progress.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals. Together they quickly establish any additional support needed, based on each child's unique circumstances.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's individual needs and achievements. Staff keep parents well informed about children's development and encourage home learning.
- Staff act as good role models, promoting the use of good manners. Children are praised when they do well, contributing towards raising their confidence and self-motivation.

### It is not yet outstanding because:

- Staff do not give children enough opportunities to build as far as possible on their growing knowledge and understanding of everyday technology.
- Some staff are not as effective as possible in using questioning techniques to help children learn. In their enthusiasm, they ask children too many questions in quick succession, without giving them time to think and respond with their answers.

## What the setting needs to do to improve further

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

- extend opportunities for children to investigate and learn more about technology
- build further on staff's questioning skills so children are better supported to think about and express their responses.

### Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's safety, welfare and learning. A joint observation of an activity was carried out with the manager.
- The inspector sampled records and procedures relating to safeguarding, risk assessment, and health and safety, and discussed a range of other procedures relating to children's safety and welfare with the staff.
- The inspector discussed children's records, staff planning and evaluation of activities, and how staff exchange information with parents.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke with staff about the impact of their training, experience and practice on children's well-being, learning and development.

### Inspector

Fabiana Drew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff understand the correct safeguarding procedures to follow should they have concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff are suitable to work with children. Staff understand and implement rigorous policies to keep children safe. They are vigilant in their supervision of children and take steps to minimise potential dangers to children and staff. The manager uses regular staff meetings and supervision sessions to enhance staff practice. The manager monitors children's progress well and strategies are put in place to ensure that all children are achieving. Partnerships with external agencies and schools are strong. Additional funding is used effectively. Staff work closely with parents, who are very complimentary about the pre-school and the staff team.

### Quality of teaching, learning and assessment is good

Staff use their teaching skills well. They plan and provide exciting and challenging activities that match children's interests. They recognise when children are interested in exploring different textures. Children explore mixing cornflour and oil. They enjoy mixing the ingredients and discussing the outcome if they add too much oil into the mixture. Staff promote children's mathematical understanding when they count with them as they build towers. They help children to learn about three-dimensional shapes as they explain which blocks are cylinders and which are cubes. Staff observe what children know and can do and use this information to plan for their individual next steps in learning. They involve parents in their children's learning. Staff encourage parents to provide updates on what children are doing and what their interests are at home.

### Personal development, behaviour and welfare are good

Children's emotional well-being is successfully promoted because staff create a friendly, welcoming and stimulating environment. They form positive relationships with staff, contributing to them being happy, settled and content. Staff continually provide children with praise and encouragement, helping them to feel valued and respected. Children are active and develop good physical skills. They competently run around and climb a climbing frame, using positional language as they play. Children understand about managing risks and keeping themselves safe. They learn about the importance of a healthy lifestyle through the activities and routines.

### Outcomes for children are good

Children are making good progress in their learning and development. They are enthusiastic and active learners who explore their environment and enjoy learning. Children develop the skills they require in readiness for school. Their early mathematical skills are promoted well. Staff encourage children to measure, compare and count as they play. They listen with interest at group activities, demonstrating their understanding by responding well to comments and questions asked by the staff.

## Setting details

<b>Unique reference number</b>	127035
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089325
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Bradbourne Park Pre-School Committee
<b>Registered person unique reference number</b>	RP522763
<b>Date of previous inspection</b>	20 May 2015
<b>Telephone number</b>	01732 453 952

Bradbourne Park Pre-School opened in 1979. The pre-school is open each weekday. Opening times are from 9am to 3pm on Mondays, Tuesdays and Thursdays, from 9am to midday and then from 12.30pm to 3pm on Wednesdays, and from 9am to midday on Fridays. It is open during term times only. The nursery receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 staff. Of these, one has a relevant childcare qualification at level 5, two at level 4 and five at level 3.

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