

Delarue Crickets Pre-school

Poplar Meadow, Welland Road, Tonbridge, Kent, TN10 3TD



Inspection date

19 July 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff have worked hard to make improvements since the last inspection completed before the setting re-registered. As a result, the quality of teaching has improved and the systems to check the progress children make is more reliable.
- Staff skilfully encourage children's ideas and involve them in purposeful conversations. This supports all children with their speaking and listening skills, including those children who are learning to speak English as an additional language.
- Children are very happy at pre-school. Parents report how well their children learn and how much they appreciate the nurturing care of the staff.
- Staff prioritise children's changing interests and learning needs when planning. They evaluate the activities to make sure they engage children and support their development. As a result children are highly motivated. They show good levels of concentration which helps them to make good progress in readiness for starting school.

It is not yet outstanding because:

- There is a limited range of equipment available for children to experience technology.
- Systems for reviewing the quality of practice are not yet thorough enough to improve standards to an outstanding level.

What the setting needs to do to improve further

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

- increase the range of equipment and activities to enhance children's experience of technology
- extend the monitoring systems in place to develop self-evaluation more broadly, in order to continue to develop the provision and improve the outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school leaders.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a range of documents, including records of children's progress, staff training and staff suitability checks.
- The inspector held a meeting with the manager and discussed the quality of teaching, the self-evaluation process and safeguarding procedures.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management is good

The two co-owners and pre-school manager lead an enthusiastic and professional team. Together they have made considerable progress since the last inspection, which took place prior to the re-registration. All staff have completed safeguarding and first aid training. Managers have completed safer recruitment training resulting in stronger vetting procedures that check staff are suitable to work with children. Regular staff supervision and appraisal is in place. This helps to review and develop staff practice. Safeguarding is effective. Staff have a clear understanding of safeguarding matters and the newly revised safeguarding policy is thorough. The systems for self-evaluation are not fully developed to provide an overview of ongoing development across all areas of the pre-school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Planning is based on children's interests and needs. This optimises opportunities for learning. Staff skilfully use questions and prompts to encourage children to develop their thoughts and ideas. There is a strong focus for children to initiate their own creative play. In many areas real items are used. For example children 'sell' real fruit and vegetables in the play shop: they experience the smell and texture of garlic by putting it through the press. They build structures using real pipes to develop their problem solving skills. There are less choices for children to explore technology. Staff evaluate activities regularly, adapting them according to children's interests. They work closely with other agencies to provide good support for children who have special educational needs and/or disabilities. Observation and assessment provides a clear picture of the progress children make. Staff support children's language development very well. For example, they make good use of gesture and visual prompts in their communication and they reflect children's home language. All children, including those who are learning to speak English as an additional language make good progress.

Personal development, behaviour and welfare are good

Staff and children enjoy positive relationships. There is a strong focus on encouraging mutual respect and children behave very well. They share good friendships and show kindness and understanding towards one another. Children exhibit growing independence skills during mealtimes. They become involved in the routine and learn about the importance of healthy eating. Children enjoy regular outdoor play and activities to promote their physical development. Staff communicate regularly with parents to promote consistency in children's care and learning. Parents speak highly about the staff and comment that their children have developed confidence in this nurturing setting.

Outcomes for children are good

Children are happy, active learners. All children show confidence as they move around the setting and in the newly constructed outdoor area. Older children communicate clearly. They are able to negotiate well and make decisions for themselves. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY538754
Local authority	Kent
Inspection number	1095712
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	35
Name of registered person	Delarue Crickets Limited
Registered person unique reference number	RP538753
Date of previous inspection	Not applicable
Telephone number	

Delarue Crickets Pre-School first registered in 2015. It re-registered as a Ltd. company in 2016. It is registered on the Early Years Register. There are seven members of staff working with the children. Six staff have appropriate early years qualifications, which includes one member of staff with qualified teacher status. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school opens during term time only, Monday to Friday from 9.00am to 3pm.

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