

# Harlequin Forest Pre-School - Tunbridge Wells



C/o Salomons UK Ltd, David Salomons Estate, Broomhill Road, Tunbridge Wells TN3 0TG

## Inspection date

11 October 2018

## Previous inspection date

Not applicable

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

### The provision is good

- The management team continually evaluates the provision and makes effective changes. For example, it has recently adjusted the height of the handwashing station so that younger children can use it independently.
- Children learn the importance of healthy eating. Staff provide nutritious snacks for the children and talk to them about foods that are good for their bodies.
- Children are happy and settled. They have good relationships with staff and each other. Staff are sensitive to children's needs, giving cuddles and reassurance when needed.
- Staff regularly observe children and make accurate assessments of their progress. They use this information to seek early support promptly if needed.
- Children benefit from many opportunities to develop their imaginations. For example, they enjoy searching for fairies in tree stumps and finding toy spiders hidden under piles of leaves.

### It is not yet outstanding because:

- The monitoring of groups of children is not fully developed to improve teaching further and to ensure any gaps in children's learning are closing.
- Some group activities are not planned effectively to engage younger children. Younger children become distracted and do not fully benefit from the activities.

## What the setting needs to do to improve further

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

- improve monitoring of different groups of children to improve teaching further and ensure that any gaps in children's learning are closing
- review the planning of group activities to make sure that children of all ages are fully engaged and challenged.

### Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation, including policies and procedures, evidence of staff suitability and children's records.
- The inspector held discussions with the staff about their knowledge and understanding of how they safeguard children, and their reporting procedures.

#### Inspector

Michaela Borland

## Inspection findings

### Effectiveness of leadership and management is good

The management team monitors staff performance effectively to help identify areas of weakness. Staff access many training courses to help them improve their teaching skills and keep up to date with current legislation. Safeguarding is effective. Staff have a secure understanding of the procedures to follow if they are concerned about children's welfare. Recruitment procedures are robust and help to ensure the management team employs suitably qualified staff. Staff risk assess the environment to ensure it is safe and secure for children. Staff share information about children's learning and progress with other early years settings that children also attend. This helps to ensure continuity of learning for children.

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

Staff use a variety of teaching methods to help children learn. For example, they share stories that encourage children to explore their feelings and behaviour. Children benefit from a wide range of activities that extends their learning. They develop their early mathematical and literacy skills by counting leaves and using pine cones to form letters. Staff know children well and plan activities that follow children's interests. For example, they use a book that is popular with the children to teach the names of colours. Staff work with parents to gather information about what children can already do when starting at the pre-school. Staff have good relationships with parents, keeping them up to date with their child's progress. Staff complete regular written reports of children's development to share with parents. Parents speak highly of staff and the learning opportunities that their children have while at the pre-school.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for children. The strong key-person system helps children feel safe and secure. Children are confident in their surroundings. They independently use resources and choose activities. Children behave well and understand the rules of the pre-school. For example, they know not to venture beyond the natural boundaries of the pre-school. They play together cooperatively and develop good social skills. Staff use lots of praise and encouragement to build children's self-esteem and to keep them motivated to learn.

### Outcomes for children are good

Children have fun during their time at pre-school. They benefit from challenging activities that develop their problem solving skills. Children learn how to manage risk to keep themselves safe. They have fun practising their physical skills, such as balancing on logs and using gardening tools to move piles of leaves around the woodland. All children make good progress from their starting points and quickly gain the skills they need for future learning and starting school.

## Setting details

<b>Unique reference number</b>	EY501163
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076705
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Harlequin Out Of School Clubs Ltd
<b>Registered person unique reference number</b>	RP904177
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07760 788820

Harlequin Forest Pre-School - Tunbridge Wells registered in 2016. It operates in woodland within David Salomons Estate in Tunbridge Wells on Monday, Wednesday and Thursday, between 8.45am and 11.45am, during term time only. There are eight staff currently working with the children. Six staff hold relevant childcare and forest-school qualifications at level 3 and above, one holds a qualification at level 2 and there is one unqualified staff member. One member of staff has also gained early years professional status. There are funded places for children from two years old until they are ready for school.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

