

Horsmonden Kindergarten

Back Lane, Horsmonden, Tonbridge TN12 8NJ



Inspection date	15 July 2019
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

This provision is good

- Managers and staff closely monitor children's development, which helps to quickly identify any emerging concerns. They make good use of outside agencies, such as specialist teachers, to ensure children receive the help they need to make continued progress. Early years pupil premium is used effectively to help close any gaps in children's learning.
- Children confidently use their early writing skills. This is evident when they use a wide range of tools, such as brushes and rollers, to paint pictures.
- Equality and diversity are positively promoted throughout the setting. Staff use books, resources and discussions to help children understand about other countries and cultures. This means children respect people who are different from themselves.
- Staff successfully help children learn how to keep themselves healthy. For example, they provide nutritious snacks and many opportunities to play outside.
- Staff form positive relationships with families. They use a variety of ways, such as regular consultations and the online journal, to keep parents up to date with their child's progress. However, staff do not maximise opportunities to share ideas with parents to further support their child's learning at home.
- Sometimes, group activities are not organised effectively to meet the needs of all children. For example, younger children lose interest as they wait a long time for their turn.

What the setting needs to do to improve further

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

- strengthen processes for sharing home learning ideas to fully support parents to build on their child's learning at home
- review the organisation of group activities so that all children are supported to maintain their interest, to help them make even better progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the managers and the committee chairperson. She sampled a range of documentation, including staff qualifications and suitability checks, and policies and procedures.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

Members of the management team support staff well. They offer regular supervision meetings and closely monitor staff performance, which helps to swiftly identify any areas for development. There is a focused professional development programme in place for staff to help ensure teaching is consistently strong. For example, staff have introduced signing and picture boards to support children learning English as an additional language and children who have communication delay. Self-evaluation is accurate and includes the views of staff, parents and children. For instance, following feedback, staff have introduced more dinosaur resources to extend children's understanding of the world. Safeguarding is effective. Staff have a robust knowledge of the signs of potential abuse and neglect and have a thorough understanding of child protection procedures.

Quality of teaching, learning and assessment is good

The well-qualified staff provides an exciting and stimulating environment for children to learn and play. There is a wide range of resources and activities for children to freely access, inside and outdoors. They plan activities that challenge and motivate children to learn. This is illustrated when children concentrate for long periods of time chipping ice to release the toy animals that are inside. Staff observe children's play and assess their progress accurately. They use the information gathered to plan precisely for children's next stage in learning. Children demonstrate good physical skills. For instance, they confidently ride bikes and balance on beams outdoors. Staff enthusiastically join in children's play, which positively helps to develop their imaginations. For example, they order ice creams from children in the outdoor role-play area.

Personal development, behaviour and welfare are good

Staff form strong bonds with children and positively support their emotional well-being. This is demonstrated when they celebrate children's achievements, giving lots of praise and encouragement. Transitions, such as starting at the setting and moving to school, are supported extremely well. Staff are thoughtful and sensitive to children's needs. For example, they read stories to children who want to relax in the cosy area. Children show high levels of independence, such as managing their own self-care needs and self-registering when they arrive. Staff are good role models for children. They consistently demonstrate good manners and encourage children to take turns and share. As a result, children are kind, polite and demonstrate good behaviour.

Outcomes for children are good

Children are happy and enjoy their time together at the kindergarten. This is illustrated when they laugh and giggle as they chase each other in the field. Children enhance their early mathematical skills, such as counting and measuring, as they play. All children, including those with special educational needs, make consistently good progress from their starting points. They successfully acquire the skills they need for their next stage in learning and the move to school.

Setting details

Unique reference number	EY546431
Local authority	Kent
Inspection number	10107856
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	45
Number of children on roll	58
Name of registered person	Horsmonden Kindergarten CIO
Registered person unique reference number	RP546430
Date of previous inspection	Not applicable
Telephone number	01892724805

Horsmonden Kindergarten re-registered in 2017. It previously registered in 1992 and is situated in Horsmonden, Kent. The kindergarten opens Monday to Friday from 8.30am to 3.30pm during term times. It is in receipt of funding for the free education of children aged two, three and four years, and also receives early years pupil premium funding. There are currently seven staff employed to work with the children. Of these, six hold appropriate early years qualifications from level 3 to level 6.

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