

Inspection of Brenchley Pre-School Limited

Brenchley Road, Brenchley, TONBRIDGE, Kent TN12 7NY

Inspection date: 24 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop good social skills and build meaningful friendships. They play happily together and take turns and share resources maturely. Children enjoy their time at the setting, and they enjoy the consistent and positive interactions with staff. Staff know children's routines, likes and dislikes and meet their care needs well. Staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND). All children make good progress.

Children develop good physical well-being. For example, they enjoy harvesting their own healthy produce for snacks, such as apples, tomatoes and mushrooms. Staff build on children's ideas and interests well. For example, when children are excited about dinosaur play, they go on to use books to research dinosaurs, learning dinosaur names and facts.

Children have good opportunities to learn about the natural world around them. For instance, children enjoy watching the camera in their bird box and eagerly wait for the birds to visit. Children gain a good understanding of other people's similarities and differences and the setting is diverse and inclusive. Children enjoy exploring foods of other countries, such as India and Argentina. Children gain good literacy skills to help prepare them for their eventual move to school. They write letters, post them and wait for their arrival back at the setting. This helps children to understand the world around them.

What does the early years setting do well and what does it need to do better?

- Staff get to know individual children and their personalities well. Children have a good sense of belonging and positive levels of well-being. Staff are positive role models. Children are polite and behave well. They say 'please' and 'thank you' with no reminders and follow the rules with confidence.
- Staff establish positive relationships with parents and keep them involved in their children's learning. For example, staff encourage them to regularly add to their children's learning records and share their achievements from home.
- Children are confident to communicate their ideas and thoughts. Staff support them to develop good speaking and listening skills. For example, they consistently ask children challenging questions. Staff provide children with time to think and then respond to them.
- Children develop good mathematical skills to support their future learning. For instance, younger children count with confidence as they play. Older children recognise and order numbers.
- Children gain good physical skills. They negotiate balancing and climbing equipment, such as beams and tyres. Children explore different ways that they can move, for instance they enjoy jumping in muddy puddles.

- The manager and staff establish positive partnerships with other early years professionals. This helps to provide children with a positive and consistent approach to their shared care and learning. For instance, they regularly share children's achievements.
- The manager and staff evaluate their practice together effectively. For instance, at the end of each day they discuss how well the day's events interested children to learn. Staff use their findings to support their future activity plans. This helps keep children engaged and motivated in their learning experiences. The manager and staff are keen to keep up to date with new early years information and build on their skills and knowledge even further. They attend beneficial training, for example, they have learned about the different ways that they can engage and interest boys in their learning.
- Staff have a good knowledge of the curriculum and provide children with stimulating activities. However, staff do not make the most of ways to encourage children to freely express themselves and for their ideas to be even more creative. Staff ensure that they provide all children with the skills they need to succeed and make good progress, including those with SEND. However, on occasion children are not consistently encouraged to independently complete their own tasks.
- The manager closely monitors the quality of care and education that staff provide. She regularly observes them interact with children and provides them with helpful feedback to support their future performance. Staff use the findings to support their practice and make action plans. For instance, the manager discusses that they intend to continue to build on children's understanding of the importance of recycling.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have good knowledge and understanding of the safeguarding and child protection policies. They know how to help keep children safe and protect their welfare. This includes knowing who to contact to seek additional advice and raise and follow up any concerns. Staff complete and monitor thorough risk assessments, which cover all aspects of practice. Children participate in regular fire drills and lock-down practices. They learn how to keep themselves and others safe in the event of an emergency.

What does the setting need to do to improve?

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

- consistently encourage children to be independent and complete their own tasks
- build on children's opportunities to explore different ways to be creative and express themselves more freely.

Setting details

Unique reference number	EY446314
Local authority	Kent
Inspection number	10108816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	54
Name of registered person	Brenchley Pre-School Limited
Registered person unique reference number	RP524297
Telephone number	01892724261
Date of previous inspection	29 November 2012

Information about this early years setting

Brenchley Pre-School Limited registered in 1992. It is located in the village of Brenchley in Tonbridge, Kent. The setting is open Monday to Friday from 8.45am until 3.45pm and offers an early start from 7.30am and a late finish until 6pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, all of whom hold relevant early years qualification at level 2 or above. This includes one member of staff who has a level 4, one member of staff who holds early years professional status and one member of staff who is a qualified early years teacher.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact interaction and learning opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.

We carried out this inspection 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.

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