

Inspection of Capel Pre-School

Falmouth Place, Five Oak Green, Tonbridge, Kent TN12 6RD

Inspection date: 5 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the care of exceptionally warm and nurturing staff, who show genuine interest in their individual interests and needs. Children are immediately drawn to the broad range of stimulating activities which are planned around what they know and enjoy. For example, a small group gather excitedly to build with the train set while others happily settle to read stories with staff.

Children's behaviour is exemplary. Staff have clear and positive boundaries that support children to become respectful, helpful members of their community. For instance, they willingly help each other tidy up at the end of the day, and take part in activities that help them understand how others experience the world. Children have exceptionally strong bonds with staff, who understand and welcome their unique characters and routines.

Staff have consistently high expectations for children to gain key skills that will support their future learning, including when they go to school. Children are highly motivated and demonstrate consistently positive attitudes towards one another and their learning. They confidently ask questions and share their thoughts with staff, who encourage them to express their ideas and feelings. Children display exceptional independence, knowledge and social skills as they develop genuine and thoughtful friendships with one another.

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

- The manager is a highly reflective and conscientious leader. She actively seeks the views of staff and parents to plan improvements and evaluates any impact they have on children's learning. The well-qualified staff continually update their training and professional knowledge. They work successfully with other professionals to maintain continuity of care for children in the pre-school and when they move to other settings.
- Exemplary relationships between staff provide a positive role model for children's excellent behaviour. Staff focus heavily on developing children's self-confidence and self-esteem, and encourage them to take risks and try out ideas. For instance, children demonstrated tremendous perseverance and determination as they tried different ways to balance their junk-model rocket. They used what they had already learned to solve problems, such as making 'stabilisers' from boxes and tape.
- Staff plan a curriculum that is built around the children's individual learning styles. They evaluate the effectiveness of activities and share ideas to extend learning. However, some individual planning for children, including those with special educational needs and/or disabilities (SEND), is not fully targeted. Monitoring of their progress is less precise. It does not fully demonstrate where

they are making significant progress or how additional funding can be used more effectively.

- Throughout the day, children love listening to stories. Staff place books in all areas of the pre-school to extend knowledge and develop children's imaginations. Children relax and read with staff or by themselves in cosy and quiet spaces. Staff use books and songs to support other areas of learning, such as children's mathematical awareness when they learn to count backwards.
- Children's communication and language skills are very good. They confidently share conversations with their friends and staff. They listen attentively during story time and group activities. They communicate their feelings and emotions extremely well and know how to ask for help when they need it.
- Parents comment on the excellent relationships their children have with staff. They work very closely with them to support their children's learning and well-being. For example, they share their children's achievements at home, which are celebrated on the 'wow' board.
- Outside, children develop their large-muscle skills and strength as they carry heavy logs and planks to create paths. Clipboards with paper and pencils are available for children to practise drawing and writing. Children draw recognisable shapes, letters and pictures as they develop good pencil control.
- Staff provide an extremely rich variety of experiences and resources to help children learn about diversity and the world. Visitors to the pre-school teach children about tolerance, understanding and respect for others. For example, children have learned about 'Guide Dogs for the Blind' and regularly share time with older people.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead is an inspirational practitioner. Her excellent knowledge is shared with all staff, creating a working culture of respect and well-being. Staff receive regular training, attend meetings and have constant support to fully understand their role in protecting children from harm and abuse. All staff know what to do if they are concerned about children's welfare. Recruitment procedures are robust, ensuring the suitability of all persons working with children. Children are also taught to keep themselves safe. For example, age-appropriate stories are used to remind children about using the internet safely.

What does the setting need to do to improve?

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

- strengthen the already good curriculum planning to enable children's next steps to be more clearly focused, particularly for those with SEND
- use additional funding even more effectively, and measure closely the impact

this has on how children catch up and make the best possible progress in their learning.

Setting details

Unique reference number	127081
Local authority	Kent
Inspection number	10128679
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	26
Number of children on roll	32
Name of registered person	Capel Community Association Committee
Registered person unique reference number	RP524437
Telephone number	01892 833363
Date of previous inspection	5 November 2015

Information about this early years setting

Capel Pre-School registered in 1974. It is situated in Five Oak Green, in Tonbridge, Kent. The pre-school is open each weekday during term time only, from 8.30am until 11.30am on Monday, and from 8.30am until 3.30pm on Tuesday, Wednesday, Thursday and Friday. The pre-school employs six members of staff, five of whom hold qualifications to level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The manager spoke about the curriculum for children on a learning walk around the setting.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, and spoke with all staff at appropriate times throughout the inspection
- The inspector spoke with children and parents, and viewed parents' comments to help take account of their views.
- The inspector viewed a range of documentation, including evidence of staff suitability, policies and procedures.

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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