

# Inspection of Monkeys Pre-School

Phoenix Community Primary School, Belmont Road, Kennington, Ashford, Kent  
TN24 9LS

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Inspection date: 14 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are relaxed, calm and happy as they play in the safe and welcoming pre-school. They have adapted well to changes due to COVID-19 (coronavirus), including confidently leaving their parents at the door. The attractive and well-organised resources instantly spark children's curiosity and desire to explore further. For example, children loved talking about pirate telescopes as they created them from tubes and shiny paper.

Staff have high expectations for children's behaviour. Young children listen to requests and learn to take turns. When children find this difficult, staff guide them with empathy and support them in a way that is age-appropriate and positive. Children learn to accept and understand the needs of others as friendships start to flourish. All children, including those with special educational needs and/or disabilities (SEND), make good progress and have fun together. They play contentedly in small groups, for example in the digging patch or building towers with wooden bricks. Children become deeply absorbed in activities as they explore and investigate. For instance, they were fascinated by the appearance of insect eggs on the leaves of the trees. Children enjoy the space outside where they run, blow and catch bubbles, and laugh and squeal with delight.

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

- The provider is a warm and caring leader who demonstrates good knowledge and understanding of how children learn. She meets regularly with staff to assess the impact of teaching and learning and to focus on any training needs. The curriculum is carefully planned and sequenced to meet the needs of all children. Staff build on what children know and can do by closely watching them and speaking with their parents.
- The well-qualified staff are supportive and respectful. Their sense of humour and love of teaching inspire and motivate children to enjoy learning. Staff comment on how well the provider supports their well-being.
- Staff support children's language and communication very well. Children learn new words and develop conversations. For example, they use words such as 'heavy', 'fuller' and 'lower' to describe how things float or sink. Parents comment on new words they hear children using. Children enjoy listening to stories which reflect their world and cultures. Staff read with meaning and expression from a broad range of fiction and non-fiction books.
- Children enjoy fresh air and exercise as they play outside. There are plenty of opportunities for children to challenge their large physical muscles so they can feel the effects of more strenuous activity on their bodies. For example, they scramble up the climbing frame, ride tricycles and carry heavy items. Children are developing smaller physical skills well. For instance, they confidently draw

and write and they cut fruit for snack.

- Staff offer emotional support and comfort when they see children struggling with their emotions. They remind children of the words they need to express their feelings. For new children, settling-in sessions that are COVID-19 safe have been successfully tailored to meet their needs. Children start pre-school happy and confident. Following national and regional lockdowns, staff have noticed that children's social skills have been adversely affected. Staff sensitively join in with children's play to help develop these skills.
- Staff sometimes rush in to help children with tasks, for example opening lunch items or putting on aprons, before waiting to see if children can manage these themselves. This does not fully encourage children's developing independence.
- Provision for children with SEND is good. Children's individual plans are focused on where they need support in their learning and development. Good communication and sharing of information with parents, health professionals and schools promote a consistent approach to meeting children's needs. Additional funding is used effectively to fully support children's learning.
- Children experiment and explore mathematical concepts as they play, for example by using tape measures in role play. They talk about being 'taller' and 'shorter' than their friends. They competently count and sort objects into colours.
- Parents know what children are learning at pre-school and how they can support them at home. They state that they appreciated the support they were given by staff via social media and virtual meetings during the pandemic.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a thorough understanding of their responsibility to keep children safe and well. They know and understand how to implement the safeguarding and behaviour policies. They know the procedures for reporting any concerns they might have about the safety and welfare of children. Leaders work effectively with other professionals, when needed, to identify and support any children in need of help. Staff regularly update their knowledge of child protection and wider safeguarding issues, such as those relating to extreme views and beliefs. They understand the risk to children of extended and unsupervised use of the internet and actively work with parents to raise children's awareness of 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:**

- develop staff's understanding of how to promote children's independence consistently.

## Setting details

<b>Unique reference number</b>	EY558205
<b>Local authority</b>	Kent
<b>Inspection number</b>	10175197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Dawkins, Nicola Yvonne
<b>Registered person unique reference number</b>	RP906366
<b>Telephone number</b>	07860169353
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkeys Pre-School registered in 2018 and is located in Ashford, Kent. The pre-school provides care from Monday to Friday, 9am to 3pm, term time only. It receives funding to provide free early education for children aged two, three and four years. There are four members of full-time staff and one bank member of staff. All staff hold appropriate childcare qualifications ranging from level 2 to level 5.

## Information about this inspection

### Inspector

Alison Martin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider spoke about the curriculum, resources and environment during a learning walk with the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, including policies and procedures.
- The provider and the inspector conducted a joint observation of practice.
- The inspector took parents' views into account by speaking with them.
- Children spoke to the inspector about their learning at appropriate times throughout the inspection.

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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