

Inspection of Holden Park Pre-School Limited

Skinner's Kent Primary School, The Avenue, Knights Wood, Tunbridge Wells, Kent TN2 3GS

Inspection date: 28 January 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children come to the club happy and pleased to see the staff and their friends. They are familiar with the routine and settle quickly. On arrival, they remove their coats and bags and immediately start to play. Children of all ages enjoy being together and are polite and respectful. They demonstrate good levels of concentration. For example, younger and older children spend a long time together, making patterns with coloured beads.

Children have strong bonds with the staff, which helps them feel safe and secure. They confidently ask staff for help, such as when they are unable to turn the tap on to wash their hands. Children respond well to staff's high expectations of their behaviour. They listen to staff and follow instructions, such as clearing their plates after snack.

Children have many opportunities to learn how to keep themselves healthy. For example, they thoroughly enjoy the nutritious snacks provided for them. Children know to wash their own hands after using the toilet and before eating. Furthermore, children have daily opportunities to play outside where they confidently use the climbing frame in the school playground. This also helps to develop their physical skills.

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

- Staff provide a wide variety of resources that are suitable for the ages of the children attending the setting. They plan inclusive activities that all children can access, including children with special educational needs and/or disabilities. For example, children delight in taking turns to be the lead character as they excitedly play 'What's the time Mr Wolf?'. This supports all children to successfully develop their social skills. Furthermore, they enjoy counting the number of steps they take to reach 'Mr Wolf'.
- Leaders and managers use a range of strategies to ensure they support staff well. Staff have regular one-to-one supervisions, where they discuss key issues, such as workloads and their well-being. Additionally, staff attend team meetings where they share knowledge gained from recent training. This helps to ensure their practice is current.
- Children learn about the wider world and people who are different from themselves. For example, they celebrate festivals such as Chinese New Year and Ramadan. Staff seek the views of children about the resources and activities available for them at the club. This teaches children that their views are important and valued, which prepares them well for modern life in Britain.
- Partnerships with parents are strong. Parents speak highly of the staff team and

comment on how happy and settled their children are at the club. Staff provide parents with daily feedback about what their child has eaten and enjoyed doing while at the club. This helps provide consistency for children. However, occasionally, staff do not always seek feedback from parents to help evaluate the setting.

- Staff ensure they provide a safe environment for children. They complete daily checks of the indoor and outdoor areas to identify and minimise any potential risks for children. Robust policies and procedures ensure staff know what to do to keep children safe in an emergency, such as a fire.
- Staff work closely with the school on site. Class teachers escort children to the club and share information with staff about the children's day at school. Staff ensure they pass this information to parents when they collect their child. This helps to ensure the emotional well-being of the children attending the club.
- Staff are excellent role models for children. They use good manners, such as saying please and thank you, when asking children to do things. Their positive interactions create a calm and friendly environment, which encourages the children to do the same. Children are polite and well behaved. For example, they patiently wait their turn to make wraps for snack. Additionally, staff give plenty of praise and encouragement to children, which builds their confidence and self-esteem. For example, they use phrases, such as 'I like the way you do that' as children make models with clay.

Safeguarding

The arrangements for safeguarding are effective.

Staff implement robust safeguarding policies and procedures to ensure children are safe. All staff have a robust knowledge of the signs that a child might be at risk of abuse or neglect. They fully understand the processes to follow should they have concerns about children's welfare. Leaders and managers know what to do in the event of an allegation against a staff member. Robust recruitment and vetting processes ensure staff are suitable to work with children. All staff complete training to ensure their safeguarding and child protection knowledge is up to date.

Setting details

Unique reference number	2549670
Local authority	Kent
Inspection number	10215687
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	60
Number of children on roll	31
Name of registered person	Holden Park Pre-School Limited
Registered person unique reference number	RP905878
Telephone number	01892502626
Date of previous inspection	Not applicable

Information about this early years setting

Holden Park Pre-School Limited registered in 2019 and is located at Skinners Primary School in Tunbridge Wells, Kent. It provides after-school care for children attending the school. Operating hours are 3.15pm to 6pm, Monday to Friday, during term time. The club employs three staff. Of these, one holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector held discussions with children and parents throughout the visit and took their views into account.
- The inspector sampled a range of documents, including recruitment and vetting checks, to ensure adults are suitable to work with children.
- Policies and procedures were sampled and checked by the inspector.
- The inspector observed interactions between staff and children.

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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