

Inspection of Crockham Hill Preschool

Crockham Hill Village Hall, Crockham Hill, EDENBRIDGE, Kent TN8 6RP

Inspection date: 28 February 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the pre-school. They leave their parents at the door of the pre-school and come in with self-assurance. Children show that they feel safe and secure. They move confidently around the pre-school, choosing what they want to play with. Children form strong bonds with staff. They readily seek them out for cuddles and comfort. Children have a positive attitude towards their learning. They focus well during activities. Children's independence and self-confidence are well supported. They have a can-do attitude, even when they face challenges. For example, children keep trying to put their coat on until they succeed. Staff praise children for their efforts and success.

Children are confident communicators. They talk to each other and adults explaining what they are doing. Children voice their ideas and needs. For example, children talk about the birthday cake they are making out of play dough.

Children understand they must follow the rules in the setting and act respectfully. Children develop an awareness of each other's feelings and learn to understand and manage their emotions. For example, during story time, children can explain how 'Billy goat gruff' feels when he runs away from the troll.

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

- The manager and staff support children's independence and resilience well. They consistently encourage children to manage their self care. Children learn to wash hands, dress themselves, share and take turns effectively. For example, staff encourage children to use a sand timer to take turns and share the scooter. Staff support children well with taking age-appropriate risks. For example, children balance and climb on small trees while staff watch and encourage them.
- The manager and staff have high expectation for every child in their care. They know their key children well. Staff observe children's learning and identify what they want them to learn. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and development. However, staff do not always extend activities to fully support children and help them make the best progress in all areas of their learning.
- Children's communication and language skills are well supported. Staff constantly speak to children. Children enjoy sharing their experiences with staff. For example, they talk about the ingredients they need to make soup. However, they are not always given the opportunity to think and process their ideas and thoughts before the staff answer the questions for them.
- Children with SEND and those who speak English as additional language are well supported. Staff work closely with parents and external services to provide for children's individual needs. They plan targeted support to help children make

progress in their learning and development. For example, staff follow advice from a specialist teacher to support children's development of language and social skills.

- Children behave well and have a positive attitude for learning. They listen and follow simple instruction well. Staff use age-appropriate language when communicating with children. They use Makaton constantly while speaking to children, ensuring all children understand what is said to them. For example, staff ask children for their preference of drink, while using the correct signs for milk and water.
- Relationships with parents are a key strength of the pre-school. The manager and staff keep parents well informed about their children's learning and how this could be supported at home. Parents comment that their views are respected. They are frequently kept informed of their children's progress and their day-to-day activities. For example, parents consultations are conducted regularly to update parents on their children's learning and development progress. Parents' feedback is overwhelmingly positive. They value the care that their children receive.
- The manager implements effective strategies, such as supervision, to evaluate staff workload and promote their well-being. They offer effective one-to-one meetings that support staff to reflect on their practice, discuss personal issues and further training. For example, staff have recently attended training to support children with speech and language delay.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good understanding of safeguarding policies and procedures. Staff receive ongoing safeguarding training through staff meetings and supervisions. They have a good knowledge of the wider safeguarding issues, such as the 'Prevent' duty. Staff can recognise the signs of abuse, who to contact and where to find the information to make a referral if needed. The manager and staff implement risk assessments and regular checks across the pre-school. This helps minimise potential risks and maintain a safe environment. The manager undertakes the necessary checks to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to challenge and to extend children's learning to ensure that children achieve as much as they can
- allow children more time to process and respond to questions during interactions with them, to further support the development of speech and language.

Setting details

Unique reference number	2525019
Local authority	Kent
Inspection number	10215049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	54
Name of registered person	Crockham Hill Preschool Ltd
Registered person unique reference number	2525018
Telephone number	01732700479
Date of previous inspection	Not applicable

Information about this early years setting

Crockham Hill Preschool registered in 2019. It is located in Crockham Hill, Kent and operates from 8.30am to 3pm from Monday to Friday, during school term times. There are nine staff, six of whom are qualified, including the owner/manager who holds qualified teacher status. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Oshra Murphy

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interaction between staff and children, and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the manager about the leadership and management of the setting.

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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