

Inspection of Marsh Green Preschool

St. Johns United Reformed Church, Marsh Green Road, Marsh Green, Edenbridge,
Kent TN8 5QR

Inspection date: 8 March 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

All children arrive happy, excited and ready to start playing in the safe and welcoming environment. They are greeted by kind and friendly staff, who know them well, and with whom they have formed strong attachments. Children quickly find their friends and are soon very settled and content.

Children play in the well-planned outdoor space throughout the day. They develop their knowledge and social skills as well as their physical abilities. Children are very focused as they look for bugs, make 'mud pies' and climb to the top of the climbing frame. This helps children develop their self-confidence and a sense of connection and wonderment in the world.

Children learn to understand the needs of others, as they negotiate and take turns. For example, they happily share resources with one another as they play with water funnels and pipes in the water tray. Staff act as good role models and have high expectations of children's behaviour. Children learn to be polite and sociable while they make good friendships.

Children demonstrate high levels of engagement in their tasks and activities. They are motivated and creative, such as when they mix paints, or build towers and buildings with bricks. Staff ensure that children's well-being is always at the heart of their practice.

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

- The knowledgeable and dedicated manager creates an ambitious curriculum for all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. She demonstrates tenacity and perseverance as she engages with other professionals, to ensure every child has the support and resources they need to learn.
- Staff plan stimulating and well-sequenced activities to develop and extend children's learning. For example, children listen to stories in small groups to support their speech and concentration skills. This creates a positive and appropriate experience to help children learn the skills they need to participate in larger groups, and for their future learning.
- Staff recognise that during the COVID-19 pandemic, some children missed out on opportunities to develop their personal, social and emotional skills. They plan a curriculum that is rich in opportunities for children to talk about their feelings, emotions and lives. This helps children learn to regulate their behaviour and use words to express themselves.
- Children enjoy plenty of fresh air and exercise when they play outside, walk across the fields, and dance to music. They use pencils, tweezers and pegboards

as they practise their fine motor skills. Children show care and attention as they develop good hand-eye coordination.

- Staff speak clearly and slowly to support children to learn new words and to improve their speaking skills. They use sign language and visual cue cards to support children's communication skills. Children love to speak with staff, who listen carefully to them. Staff give children time to respond and think when they ask questions.
- Children develop their love of stories, songs and rhymes. Staff regularly share familiar books with them. Children delight in helping the staff to retell their favourite stories. Staff encourage children to read at home, such as by sending books home to share with parents.
- Children are curious and ask staff lots of questions. Staff support this well by providing activities that help children to think and wonder. For example, they love watching how colour dissolves into water. However, staff do not always think about ways they can strengthen children's mathematical skills, such as by counting and using mathematical language while they play,.
- Children learn to be independent. They know that they must wash their hands before preparing snack, and after going to the toilet. Staff speak with children about the importance of eating well to stay healthy.
- Staff well-being is high. They have regular meetings and supervision to discuss their workload and professional development. Staff know that the manager has their best interests at heart.
- Parents say their children 'thrive' at the pre-school. They feel supported and know what their children are doing. Staff share ideas with parents to help them support their children's learning and development at home. This leads to consistency in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her responsibility to ensure all children are safe. There are robust procedures for recruitment in place, and to ensure all staff are suitable to work with children. Staff know how to identify any changes to children that might indicate they are at risk of abuse or neglect. They know how to refer this in a timely manner. Staff work well with other professionals to keep children safe. They know about wider safeguarding issues, such as children being exposed to extreme views and behaviours. Staff create a safe culture of mutual respect and honesty. Children learn to express their thoughts and feelings effectively, so that they can begin to keep themselves safe.

What does the setting need to do to improve?

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

- find ways to extend children's understanding of mathematical concepts and numbers during spontaneous and planned activities, to build children's mathematical knowledge and skills even further.

Setting details

Unique reference number	EY560142
Local authority	Kent
Inspection number	10190456
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	24
Number of children on roll	33
Name of registered person	Marsh Green Pre-School Cio
Registered person unique reference number	RP560141
Telephone number	01732 864553
Date of previous inspection	Not applicable

Information about this early years setting

Marsh Green Preschool registered in 2018 and is in Edenbridge, Kent. The pre-school is open 9am to 3pm Monday to Thursday, and 9am to 1pm on Friday, term time only. The pre-school receives funding for free early education for children aged two, three and four years. There are nine staff working at the pre-school, of whom eight hold appropriate childcare qualifications from level 2 to level 6. The manager holds a qualification at level 3.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- This was the first 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 and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke with staff, children and parents during the inspection, and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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