

Inspection of SKIPS Pre-School

The Old Guide Hut, Oldbury Lane, Ightham, Sevenoaks, Kent TN15 9DE

Inspection date: 20 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages are happy, confident and settled at the pre-school. They are excited to join in with the motivating activities that staff carefully plan for them. For example, children find natural materials, such as sticks and feathers. They go on to use them to create their own 'crowns' and 'fishing rods'. Children are independent and are confident to choose their own play and complete their own tasks. For example, they find their own shoes and coats with confidence. Children enjoy learning about the natural world. For instance, they are eager to find bugs and are intrigued to watch the tadpoles in the pond grow into frogs.

Children behave well and are polite. They build meaningful friendships and enjoy each other's company. Children are kind and empathetic. For example, they are understanding of other children's needs. Children learn about the importance of healthy lifestyles. For instance, they talk about the importance of brushing away sugar off of their teeth to keep them healthy and clean. Children enjoy cooking their own healthy food. This includes fruit smoothies and vegetable soups. All children gain good physical skills. For example, they engage in challenging activities, such as climbing trees and swinging on rope swings.

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

- All staff get to know children well and understand their individual needs and personalities. Children establish secure and trusting relationships with staff. This helps children develop a good sense of belonging and positive well-being.
- Staff know children's likes and dislikes, and this helps them to plan activities that will motivate and engage children. Children have a positive attitude towards their learning and make good progress. Overall, they are engaged in their learning experiences. However, at times, staff do not recognise when younger children lose interest during large-group activities, and do not situate themselves to be more beneficial during these times.
- The manager and staff establish positive relationships with parents. They keep parents fully involved and informed in their children's learning and achievements. Staff share information about the children's day and what they have enjoyed doing. They routinely share useful information to help parents support their children's learning at home. For example, staff provide parents with ideas and games to support their children's social skills and communication and language.
- The manager and staff establish positive partnerships with staff at settings that children also attend. They regularly communicate with these settings and share children's next steps in their learning. Staff provide children with a good consistent approach to their shared care and learning experiences.
- The manager closely monitors the good quality of care and teaching that staff

provide. She regularly observes staff interacting with children and provides them helpful feedback to support their future performance. The staff evaluate their practice as a team. At the end of each day, they discuss how well they motivated children to learn. They use their findings to enhance their practice.

- Staff attend regular training and are keen to build on their already good skills and knowledge. They have recently learned about different ways to help children manage their feelings and emotions. This has helped staff to understand how to support children's emotional well-being. Staff attend specific training. For example, they have learned about autism and sensory processing disorder. This has helped them to fully understand and support children with special educational needs and/or disabilities (SEND).
- Overall, the setting is inclusive and diverse. Staff learn some simple words in other languages, such as 'hello' in Spanish. However, they do not support children to gain an even better understanding of people's similarities and differences outside of their own communities. For example, staff currently teach children about a small range of festivals only related to the experiences of the children who attend.
- Staff support all children to develop good communication skills. They consistently reinforce the correct pronunciation of words. Staff ask children thought-provoking questions and give them time to think and then respond. Children are confident to share their thoughts and ideas. For instance, they sequence their favourite stories, using puppets and props with confidence.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a good knowledge and understanding of safeguarding and child protection. This includes knowing what signs and symptoms to be aware of that may highlight a potential concern. Staff know who to contact to seek advice and how to raise and follow up any issues. This includes any allegations raised against staff. Staff know how to swiftly manage any accidents and minimise risk within the setting to help keep children safe. This includes ensuring that they provide close supervision. Children learn how to keep themselves and each other safe. For example, they remind each other to stand behind the log boundary when sitting around the camp fire.

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 understand where to deploy themselves more effectively to ensure that younger children remain fully engaged in larger group activities
- strengthen opportunities for children to learn about the similarities and differences of the wider community.

Setting details

Unique reference number	127509
Local authority	Kent
Inspection number	10228232
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	46
Name of registered person	Chesson, Susan
Registered person unique reference number	RP903216
Telephone number	01732 882869
Date of previous inspection	13 October 2016

Information about this early years setting

SKIPS Pre-School registered in 1999 and is located in Ightham, Kent. The setting is open Monday to Friday from 8.45am until 3pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs five members of staff, four of whom hold a relevant early years qualification at level 3 and above. This includes one member of staff who has a degree at level 6 and one who has an early years teachers status at level 6.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector carried out a joint observation on how staff engage and interact with children in the outdoor environment.

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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