

# Inspection of Lunsford Park Pre-School

The George Holding Centre, Chaucer Way, Larkfield, Aylesford, Kent ME20 6SS

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Inspection date: 17 May 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Children arrive at pre-school eager to start their day. They settle quickly and enjoy making choices in their play. Most children prefer to spend their time outside and are able to walk straight to the garden. Staff set up the garden to offer an interesting learning environment. For example, children busily wash cars with water and brushes, make marks with paint using pipettes, and roll and squash dough. These experiences help children to develop good large- and small-muscle movements to support their physical development. Children behave well and happily play together. Staff offer good guidance and support where needed.

Children are happy and show that they feel safe with staff. However, the committee has not ensured that all aspects of their suitability checks have been completed. This could compromise children's safety. However, the impact is minimised as committee members do not have direct access to children or information about them. The managers and staff have high expectations of all the children in their care. They plan a good curriculum and spend additional funding well on areas that they feel will most benefit children. For example, they have changed the size of the tables and chairs so children are more comfortable and have a better seating position. As a result, mealtimes are calmer and promote more conversation. The managers have made some changes as a result of the COVID-19 pandemic, such as changes to the arrival routine. This continues to be in place to support everyone's safety.

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

- The key-person approach is well embedded in the setting. There is a good 'buddy system' in place to support children to receive continuity of care. Children build strong relationships with staff. For example, children happily take books to their key person, sit close and intently listen to the story being read.
- Children continually engage in a wide range of learning opportunities. Staff carefully plan the curriculum to support children to have new experiences. Children are very captivated by the chicks that they are currently caring for. For example, children spend extensive amounts of time observing and commenting on the chicks' movements. They confidently explain how the chicks hatched and the differences between the cockerels and the chickens. Children's curiosity in learning prepares them well for their next stage of learning at school.
- Children enjoy positive interactions with staff. They go to staff for a cuddle and happily chat about previous learning experiences. They proudly show off their achievements. However, staff discussions and arrangements for nappy changing and toileting do not consistently support children's dignity and understanding of their own privacy.
- Staff receive good training opportunities to help build their skills to support

children. For example, staff have attended a speech and language course to help boost children's development. They have also attended training to help them teach children how to communicate through signs. Staff have found these new skills effective and use them to support children's communication and language well.

- Parents share that they are happy with the setting. Communication is good and there are a wide range of ways to contact and share information with staff. Staff are knowledgeable about the information parents have shared. For example, they know about children's individual food preferences and allergies. Parents report that staff have been supportive.
- Overall, staff know the individual needs of children well. They have a good understanding of children's personalities and learning needs. Staff know the gaps in children's development and put good plans in place to support children to develop their skills. Children make good progress from their individual starting points. However, for children who speak English as an additional language, staff have not considered learning further information about children's development in their home language when they start.
- The leadership and management of the setting has strengths. For example, staff receive good development opportunities and support children well to be happy and engage in learning effectively. However, the committee have not been vigilant enough in following up on their suitability checks to make sure they have all been completed. This impacts on the overall evaluation of the leadership and management of the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The managers work well with other agencies to support children in their care. They are aware of how to keep appropriate records. The managers monitor children's attendance and record accidents to share with parents. Staff have a secure knowledge about what to do if they have concerns about children's welfare. They know how to share concerns within the pre-school and who to refer to outside of the setting. Staff have completed up-to-date training. This includes learning about the risks associated with being drawn into terrorism and female genital mutilation.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure Ofsted is provided with the required information about all members of the committee so that suitability checks can be carried out.	31/05/2022
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**To further improve the quality of the early years provision, the provider should:**

- provide further support for children who speak English as an additional language to learn more about their development in their home language to help them make good progress from the very start
- develop the support for younger children's nappy changing and toileting to consistently support children's dignity and understanding of their own privacy.

## Setting details

<b>Unique reference number</b>	127354
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228228
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional 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>	48
<b>Name of registered person</b>	Lunsford Park Pre School Committee
<b>Registered person unique reference number</b>	RP518900
<b>Telephone number</b>	01732 848926
<b>Date of previous inspection</b>	5 December 2016

## Information about this early years setting

Lunsford Park Pre-School registered in 1986 and is committee run. The pre-school is open each weekday from 9am to 3.30pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It also receives funding for the early years pupil premium. The pre-school employs six staff, all of whom hold childcare qualifications at level 3.

## Information about this inspection

### Inspector

Sarah Taylor-Smith

### 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 observed interactions between children and staff.
- The inspector spoke to staff and parents during the inspection.
- The inspector and the manager discussed the curriculum and the needs of the children.
- The inspector talked to children and took their views into consideration.

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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