

Inspection of Groombridge Pre-School

King Edward VII Institute, Station Road, Tunbridge Wells, East Sussex TN3 9QX

Inspection date: 26 May 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 are very happy at the pre-school. They are settled, confident and independent. Children have a positive attitude towards their learning. They remain engaged in motivating experiences that staff carefully plan for them. For example, children become engrossed in talking about the solar system. They go on to use materials to make planets and build on new ideas to make an entire 'robot' outfit. Children learn a song about space. They can confidently name the planets and a fact about each of them. Children enjoy bringing their imagination alive. For instance, they enjoy 'writing' appointment cards for their friends to attend their 'X-ray' at the 'hospital'.

Staff are positive role models, and children know what is expected of them. Therefore, children are polite and behave well. They show good levels of maturity as they use timers to indicate when their turn is up on a resource. Children learn about the benefits of healthy eating. At lunchtime, they talk about the importance of being mindful of the quantity of sugar in their food. All children develop good communication skills and share their own ideas and thoughts with confidence. Children use different ways to communicate. For example, they use sign language and learn to sign along to songs. This includes the United Kingdom's national anthem.

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

- Staff establish secure and trusting relationships with children and get to know them well. This includes their individual personalities and abilities. This helps staff to plan activities that they know will motivate children to learn. All children have a good sense of belonging and positive levels of well-being and self-esteem.
- The manager and staff support all children make good progress, including those with special educational needs and/or disabilities (SEND). Highly trained staff attend a wide range of training to fully understand children's individual needs. They liaise closely with outside agencies and share helpful strategies and ideas to support children with SEND very well. For example, staff have implemented a 'safe place' where children can go to feel calm if they become overwhelmed.
- Overall, staff have a good knowledge of all areas of learning. Children have daily access to outdoor play. For example, children enjoy hunting for bugs and excitedly show their friends the centipede they have found. There are many activities aimed at promoting children's physical development. For example, bikes are available for them to ride after lunch. Each week, an outside company comes to the pre-school and carries out sports and dance activities. In addition, staff set up climbing and balancing equipment on some days. However, they do not monitor the days and times that children attend to ensure that they all

benefit from these more challenging physical play opportunities.

- The manager and staff establish very positive partnerships with parents. They keep them well involved and inform them about their children's progress. For example, staff share information about the children's day and their achievements. They share useful tips with parents, such as healthy eating ideas. Staff ensure that parents feel valued. For instance, they attend meetings with outside agencies with them to provide support.
- The manager closely monitors the good quality of education and care that staff provide. She routinely observes staff interacting with children and provides them with constructive feedback. Staff evaluate the pre-school together. They have discussions daily to talk about how they can continue to enhance their practice.
- Staff attend regular and beneficial training. They have made good use of recent training to develop children's understanding of sustainability. As a result, children are confident to recycle and enjoy litter-picking activities. They talk about the importance of doing so and understand that it helps to protect and save the planet.
- Overall, staff successfully support children to develop a good understanding of the similarities and differences of people from around the wider world. For example, they talk about festivals such as Diwali and Hanukkah. However, some staff are uncertain about what other languages are spoken in children's homes. As a result, they cannot use this information to build on children's all-round language development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of safeguarding and child protection. They understand the signs and symptoms of abuse that may highlight a concern. Staff know who they would contact to seek advice and understand how to raise and follow up on any potential concerns. This includes any allegations against staff. Staff carry out detailed risk assessments to help to keep children safe. They monitor the safety of activities, equipment and practice to minimise the risk of COVID-19. All staff are first-aid trained and know how to promptly and appropriately deal with any accidents if they were to occur at the pre-school.

What does the setting need to do to improve?

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

- review the organisation of physical play opportunities to offer all children the same challenging experiences
- improve arrangements to share information with all staff about the languages spoken in children's homes, to help them build on children's all-round language

development even further.

Setting details

Unique reference number	109431
Local authority	East Sussex
Inspection number	10228130
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	30
Number of children on roll	46
Name of registered person	Groombridge Pre-School Committee
Registered person unique reference number	RP517879
Telephone number	01892 864809
Date of previous inspection	30 November 2016

Information about this early years setting

Groombridge Pre-School opened in 1967. It is located in Tunbridge Wells, in East Sussex, Kent. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school employs seven members of staff. Of these, four hold relevant early years qualifications at level 3 or above. This includes one member of staff who has an early years foundation degree at level 5. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector had a learning walk with the manager and the deputy 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, including 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 of a role-play activity. They focused on the development of children's communication skills.

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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