

Inspection of Southborough Pre-school

Community Centre, Crundwell Road, Southborough, Kent TN4 0LL

Inspection date: 28 June 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily and eager to start exploring the resources. They are brought into the setting by their parents, which stopped for a period of time due to the COVID-19 pandemic. Children are given time and supported by staff to settle in. Children start their day with a group registration and say good morning to one another before choosing what they would like to do. They have free access to a secure outside space that has been thoughtfully set up with activities to support their interests. For example, children pick lemon herb from the herb garden and pretend to make 'lemon soup' and 'pancakes'.

Children work cooperatively with each other. They independently use sand timers to support and remind each other of turn taking. Children ask their friends for help when they need it. For example, they hold the sticky tape for each other so that they can cut bits off to create models. Children are confident exploring their environment and get involved in checking it is safe. For example, they have checklists on clipboards to risk assess the outdoor area.

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

- The manager has worked hard to implement changes and meet requirements following the setting's last inspection. Staff update their training regularly and have recently attended a number of courses to support their professional development. The manager works with external agencies to help the setting improve. Staff feel positive about the changes and improvements that have been made so far.
- Staff know the children well and what interests them. They plan activities based on the things children like. For example, children enjoy taking part in a science experiment. They take turns to drop raisins into sparkling and still water and compare what happens to them. Children show engagement and curiosity as the raisins start to float. Staff remind children of the rules when taking part in science experiments, such as taking turns and not drinking the water.
- Children's language is supported well. They confidently talk about the caterpillars they have that will turn into butterflies. Staff introduce children to new words, such as 'lava', 'chrysalis' and 'cocoon' as they learn about the life cycle of the caterpillar. Staff monitor and assess what children know, and build upon this when planning activities. They work in partnership with external agencies to make sure children with special educational needs and/or disabilities are well supported. As a result, children make good progress.
- Staff encourage children to think about solutions to problems. For example, they ask them what they might need, in order to eat their pretend 'lemon soup', or what they might need to be able to fix a button back on to a dressing-up dress. However, staff do not always adapt their teaching to suit the age and stage of

all children. As a result, some inconsistencies in staff teaching does not fully maximise the learning opportunities for all children.

- The manager carries out supervisions with staff to monitor their practice. Staff know the children well and are aware of the curriculum intent. However, some staff, including those who do not attend every day, are not always clear on how to implement the curriculum to best meet all children's needs.
- Older children independently manage their own self-care. They take themselves to the toilet when they need to and wash their hands before mealtimes. Staff have their lunch with the children and talk to them about the food they are eating. They encourage children to open their own packets such as yoghurt tubes, and support them to using scissors if necessary.
- Parents are happy with the care that their children receive and feel well informed about the progress their children are making. They are happy to be allowed back into the setting again following COVID-19. Parents like seeing the activities the children take part in and having discussions with their child's key person.

Safeguarding

The arrangements for safeguarding are effective.

The designated leads for safeguarding understand their roles and responsibilities to report any concerns raised about children's welfare. Staff have recently updated their safeguarding training and understand how to identify if a child is being abused. Recruitment procedures are robust and the ongoing suitability of all staff is checked regularly. The designated leads and all staff know what to do if they have concerns about an adult working with children. Staff carry out risk assessments daily with the children to ensure the environment is safe.

What does the setting need to do to improve?

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

- improve staff teaching to ensure that all children's needs are being met to fully maximise their learning
- enhance monitoring of staff practice, including staff who do not attend every day, to ensure that teaching is having the best positive impact on children's development.

Setting details

Unique reference number	127449
Local authority	Kent
Inspection number	10226661
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	55
Name of registered person	Southborough Pre-School Committee
Registered person unique reference number	RP904801
Telephone number	01892 538666
Date of previous inspection	25 January 2022

Information about this early years setting

Southborough Pre-school is committee run and registered in 1991. It operates from the community centre in Southborough, near Tunbridge Wells, Kent. The pre-school is open from 9am to 3pm, Monday to Friday, during term time only. It receives funding to provide free early years education for children aged two, three and four years. There are 10 members of staff; six of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times 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 that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.

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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