

Inspection of Kinderversity Speldhurst

Village Hall, St. Marys Lane, Speldhurst, Tunbridge Wells TN3 0PR

Inspection date: 16 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

Children build close relationships with staff and settle quickly as they arrive at pre-school. Staff know children very well and are able to provide additional support at specific times that children need it. As a result, the key-person approach is well embedded and children show that they feel secure.

Children's behaviour is excellent. The atmosphere in the pre-school is exceptionally calm. Staff work very well as a team and routines are seamless. Children know exactly what is expected of them and treat each other with high levels of respect and courtesy. For example, children offer to help their friends out during play where they see there is something that they can do to help. Children understand their role to treat toys with care and naturally tidy away when they have finished playing. Staff have high expectations for children and skilfully support children to have high levels of curiosity. For example, children were highly engaged in exploring a range of herbs. They comment on the smell, practise cutting them and mix them together using a pestle and mortar. They learn a wide range of new words, such as lavender and thyme. Children become deeply engrossed in exploration.

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

- Children experience good support to develop their communication and language. Staff help engage children in a range of different conversations to support their skills. For example, children talk about the colours of the home-grown tomatoes they are cutting up for snack time. They learn that the tomatoes are squishy and how to saw with their knives to cut them. Children and staff giggle as they get squirted with tomato juice. As a result, children are confident communicators and ready for the next stage of learning at school.
- Staff support children's problem-solving skills effectively. They carefully question children to help them consider what they can do. For instance, children begin to explore different objects to build with and staff pose open questions, such as 'I wonder where it could go?' Consequently, children trial different ideas and solve problems for themselves.
- Children with special educational needs and/or disabilities receive good support to help them make good progress. Staff are quick to identify what they need to do to meet children's needs. They put appropriate strategies in place to ensure every child reaches their potential.
- Partnerships with parents are good. Parents comment that they are happy with the setting and that their children enjoy their time there. Staff have ongoing discussions about the needs of children with parents to aid their work in the setting. However, this good communication has not extended further to other settings that children attend. Consequently, children who attend more than one

setting do not receive consistent continuity of care.

- Staff receive good support from the manager. They have daily discussions about how to plan the day to ensure that they consider the group of children in attendance. For example, they discuss any learning or behaviour needs of children and what they can put in place to support them. They have regular supervision meetings to discuss the needs of the children, professional development and any safeguarding concerns.
- Children enjoy the opportunity to be physically active throughout the day. They are very eager to be involved. Children experiment with water on the side decking of the hall and later take part in a range of learning in the garden. For example, children roll balls down a pipe and discover which sizes fit and they build a tractor out of tyres and planks.
- Staff are highly skilled at helping children to have excellent self-control and concentration at activities of their own choosing. Staff have a thorough understanding of children's development. They have an accurate knowledge of what children can do and what they need to learn next. They share this well with parents. Children make good progress in their learning and development from their individual starting points.
- Children show very high levels of independence in their play and learning. They confidently wash their hands before snack and learn to wash up their plate and cups after they have eaten. Children confidently let staff know where they need their support. Staff have good systems in place for children to ask when they need to access the toilets.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what helps to contribute to children's safety. For example, they risk assess the shared use of the building facilities and have procedures in place to keep children safe. Staff know the signs that may show a child is at risk of harm and the steps to take if they have concerns about the welfare of a child. They know the local authority procedures to follow and what to do if they have concerns about the practice of other staff in the setting. Staff are aware of the range of support on offer to families and how to put this in place where needed.

What does the setting need to do to improve?

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

- build further on partnership working with other settings to help children receive continuity in their care and learning to support their overall development.

Setting details

Unique reference number	2605288
Local authority	Kent
Inspection number	10221807
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 3
Total number of places	32
Number of children on roll	32
Name of registered person	Kinderversity Limited
Registered person unique reference number	RP910114
Telephone number	07970394625
Date of previous inspection	Not applicable

Information about this early years setting

Kinderversity Speldhurst registered in 2020 and is part of the chain of four settings run by the same provider. It opens 9am to 3pm term time only. There are six staff, two members of staff hold level 3 qualifications, two hold level 4 qualifications and two hold level 6 qualifications. The manager holds early years professional status. The setting offer funded places to children aged two, three and four years.

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 manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents and grandparents shared their views of the setting with the inspector.
- The inspector sampled documentation such as suitability information and paediatric first-aid certificates.

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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