

# Inspection of Devonshire Rooms Pre-school

Waghorn Road, Snodland, Kent ME6 5BQ

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Inspection date: 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 make choices from a wide range of play experiences both inside and outside. Staff are deployed effectively, with active and positive interaction and engagement with all the children. Children are constantly busy and happy in their play. They show high levels of confidence to explore their stimulating and exciting play environment. Children are eager to learn and enthusiastically absorb new and exciting experiences.

Children learn to harmoniously play alongside and with each other. Staff give sensitive support, through discussion and the effective use of timers, to help children take turns, share equipment and share staff attention. Children develop close attachments with staff and happily ask for help and discuss their play openly and confidently. For example, children snuggle up in the cosy chair to look at books with staff and ask for their favourite songs.

Children thoroughly enjoy exploring the outside world. They learn about animals, observing their behaviour. For example, they watch the racing pigeons through binoculars, coming in and out of their home. They experiment by mixing natural materials and exploring their textures. For example, they mix mud and sand together and add water to their mixture, looking at the change in how it feels. This highly benefits children who do not always have access to outdoor play.

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

- Children learn to be independent. They make decisions as to where to play and who to play with. They put on their boots and coats when playing outside. Staff encourage children to learn new skills, such as washing hands. Children pour their own drinks and for others, helping to develop the skills required to meet their own needs. Children eagerly visit the snack table to help themselves to healthy snacks, learning through positive discussions about what is good for them to eat. This helps support their understanding of oral health.
- Older children use complex speech during their conversations with adults. Staff are positive role models with language. They encourage conversations with all children, developing their confidence to communicate through gestures, expressions and spoken word. Younger, less confident communicators use more simplified language to develop their vocabulary and confidence to speak to others. All children develop the use of pitch and tone in their voices to express their emotions through conversations.
- Staff work tirelessly to provide a programme linked to children's individual special educational needs and/or disabilities. They use information from parents and other professionals linked to children's care and learning to provide a consistent approach to children's development. They use simple steps effectively

in their planning to enhance children's chances of developing to their full potential.

- Parents make very positive comments about the care and development their children receive in the setting. Parents feel supported, valued and respected. They talk about the importance of an open-door policy where they can talk to staff and the manager at any time. Parents access information about their children's achievements and their next steps in their learning. Staff provide parents with easy-to-understand information about how to support children's learning at home.
- Staff have a clear understanding of how each child learns best. They encourage and enthuse children to explore and experiment in their play. They make good use of effective questioning to support children's thinking and curiosity. Children are eager to learn and have the confidence to extend their play themselves. Sometimes staff rigidly follow the routine planned for the day and do not recognise when children would benefit from continued exploration of their chosen play.
- Children learn to solve problems and think critically. They question their strategies when building, finding new ways to balance and place blocks on top of each other. They develop their mathematical thinking, increase their vocabulary and share experiences and achievements with others. Children take the lead in these activities, thinking carefully about their safety and the safety of others.
- Staff are enthusiastic and professional in their approach to training and make continuous improvements. They work cohesively to provide a consistent approach to teaching. They support each other well, using their individual strengths effectively to develop each other's areas to improve.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff have robust knowledge and experience of following procedures in order to promote children's ongoing welfare. They are aware of the steps and positive action to take to work with other professionals to support families' ongoing needs. Staff have access to up-to-date information and share information gained through other professionals to promote continuity of care for children's well-being. They are aware of the signs and symptoms of child abuse. Children play in a safe and secure environment. Staff actively support children's understanding of keeping themselves safe. Children confidently assess hazards and know their capabilities when using large equipment.

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

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

- develop staff awareness of children's own plans for their learning and their intended play before disturbing them for other routine needs.

## Setting details

<b>Unique reference number</b>	EY303225
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228390
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Hann, Tracy Jane
<b>Registered person unique reference number</b>	RP902981
<b>Telephone number</b>	01634 240139
<b>Date of previous inspection</b>	25 January 2017

## Information about this early years setting

Devonshire Rooms Pre-School registered in 2005. It operates in Snodland, Kent. The group provides care from Monday to Friday, from 9am to 3pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five staff, including the owner. Four staff hold a relevant childcare qualification at level 2 or above.

## Information about this inspection

### Inspector

Claire Parnell

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during outdoor play.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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