

# Inspection of Bradbourne Park Pre-School

c/o Sevenoaks Primary School, Bradbourne Park Road, Sevenoaks, Kent TN13 3LB

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Inspection date: 14 December 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 Good

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

### **The provision is good**

Children of all ages and abilities are happy, settled and confident. They are independent. For example, they confidently choose their own play and complete their own tasks. Children enjoy the interesting experiences that staff carefully plan for them. For example, they have a keen interest in animals. They become engrossed in listening to a musical book. Each piece of classical music played by an orchestra represents a different animal from the jungle. Children intently listen and confidently recall which sounds belong to which animal. Children have good opportunities to develop their creativity. For instance, they admire paintings from famous artists and create their own version of the piece of art.

Staff are positive role models and children know what is expected of them. Therefore, they are polite, behave well and respect each other. For example, children are confident to say 'stop' to others if they do not like their actions. Children learn about the benefits of healthy lifestyles. They talk about the importance of healthy eating. All children develop good communication skills. They learn new words, such as 'delicious', to build on their already wide vocabulary. All children gain good physical skills and enjoy using challenging equipment. For example, they use a rope to pull themselves up a steep slope outdoors.

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

- All staff establish trusting relationships with children. They get to know their individual personalities well, including what they like and dislike. This helps staff implement experiences 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. For example, they excitedly hold hands and play running games with staff. Children feel safe and secure in their company.
- The manager and staff support all children to make good progress. Children have a positive attitude towards their learning. This includes those who speak English as an additional language (EAL). For example, staff learn simple words, such as 'hello' in Ukrainian. Staff use additional funding effectively to meet the individual learning needs of children. For instance, they provide children who speak EAL with more individual support to help them settle quickly into the setting.
- Overall, all children are engaged in their learning experiences. However, at times, staff are not quick to identify when children would benefit from additional adult interaction. Children are generally independent and confident. However, staff are not always aware when it would be appropriate to step in to support children to join in with an activity or conversation.
- All staff, including the manager establish positive partnerships with parents. They keep them well involved and informed about their children's achievements

and what they have enjoyed doing. Staff share useful ideas with parents. This includes activity ideas that they could enjoy at home together with their children.

- Overall, the manager monitors the good quality of education and care that staff provide children. She routinely observes staff interacting with them and shares her feedback. However, staff supervision and monitoring does not fully identify all areas where staff would benefit from additional support and mentoring, to ensure teaching is consistently of the highest standard.
- Staff attend regular and beneficial training. They have made good use of recent training of how to develop children's interest in exploring the natural world. As a result, children are excited to investigate the world around them, including learning about the concept of dark and light. They are also eager to learn about the moon.
- Staff build and maintain good partnerships with staff at settings children also attend. They routinely share important information with them about children and their learning and development. Staff successfully provide children with a good consistent approach to their shared care and learning experiences.
- All staff support children to gain a good understanding of the similarities and differences of people outside of their own communities and experiences. For example, they talk about the tradition of religious festivals, such as exploring colour and lights to celebrate Diwali.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge of all safeguarding and child protection policies and procedures. This includes fully understanding the signs and symptoms of abuse that may highlight a potential issue. Staff know who they would contact to seek advice and how to raise and follow up concerns. Staff complete detailed risk assessments to help keep children safe and minimise risk. This includes monitoring the safety of equipment and practice to prevent the spread of contagious illnesses. Most of the staff are first-aid trained and know how to promptly deal with any accidents if they occur at the setting.

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

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

- support staff to be more vigilant in recognising when children would benefit from adult interaction, to encourage their enjoyment in learning even further
- strengthen further the monitoring of all staff to ensure they are supported to consistently teach to the highest quality.

## Setting details

<b>Unique reference number</b>	127035
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263353
<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>	40
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Bradbourne Park Pre-School Committee
<b>Registered person unique reference number</b>	RP522763
<b>Telephone number</b>	01732 779149
<b>Date of previous inspection</b>	28 April 2017

## Information about this early years setting

Bradbourne Park Pre-School registered in 1967. It is located in the grounds of Sevenoaks Primary School in Sevenoaks, Kent. The setting is open Monday to Thursday, from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs five members of staff, three of whom hold relevant early years qualifications at level 4 and above and one member of staff who has early years teachers status at level 6.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 carried out a learning walk with the 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. This included 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 inspector carried out a joint observation during lunchtime, focusing on the development of children's social and 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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