

Inspection of Tower Pre-School

Orpington Baptist Church, Station Road, ORPINGTON, Kent BR6 0RZ

Inspection date: 25 January 2023

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| 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 enjoy their time at this welcoming and friendly pre-school. They confidently separate from their parents on arrival and quickly settle into activities. Staff build secure, trusting relationships with parents and children. Children enjoy playing with their friends and making choices about what they would like to do. They show good levels of respect and kindness to others. Children's behaviour is good. Staff know and gently support children who are less settled. They create safe spaces and activities, which help them feel more secure. This results in children feeling safe and happy. Staff have high expectations for all children. Children have access to a broad range of activities and resources. They develop their physical skills outdoors. Children concentrate well as they play. For instance, children re-create models from images using the bricks. They describe how they have made a 'dragonfly'. Children develop their vocabulary.

Children have wonderful opportunities to celebrate different cultural events. For example, they each receive a red envelope to celebrate the Lunar New Year. Children confidently share their learning with adults. They say, 'I am making a dragon like the one in the Philippines'. Children develop a good understanding of the world around them and explore their similarities and differences.

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

- Staff are good role models. They work closely with parents to gather information about children before they start. All children, including those who receive funding and those with special educational needs and/or disabilities (SEND), make good progress in their learning. The manager uses funding to meet children's individual needs. For example, children enjoy counting, hopping, and jumping on the balancing shapes. This helps build on their large motor skills and coordination.
- The manager is passionate about providing high-quality childcare. She continually considers ways to improve. The manager works closely with the staff and volunteers. She meets with them to support them in their roles and discusses areas of development with staff. However, staff do not have as many opportunities to develop their professional development. For instance, to build on their skills when working with children with SEND. This would enable them to provide even more support for children's individual learning needs.
- Children enjoy the sociable snack time. They learn about healthy practices, such as wiping their noses and handwashing before eating. Children talk about the different fruit they have been tasting. For instance, staff discuss how they have been trying the 'green kiwi'. However, on occasions staff do things for children they could do for themselves. Children do not serve themselves fruit and milk or write their own names on their work. This would help build on their

independence skills.

- Children benefit from daily opportunities to play and exercise in the fresh air. They practise their physical skills in the well-resourced outdoor area. For instance, they manoeuvre around the garden on bikes. Children are inquisitive learners and show a can-do attitude. For example, they try different ideas to find ways of getting the small boats to move down the gutters in water. Children are developing their early mathematical skills.
- Partnerships with parents are strong. The manager and staff communicate daily with parents and keep them informed of the progress their children make. Parents enjoy receiving regular photos and information about what their children are doing. This helps support children's learning at home.
- Children's mathematical development is promoted well. For instance, children count out teddy bears. Young children confidently identify numbers. Children receive lots of positive praise for their efforts.
- Children behave well. They enthusiastically join in whole-group activities. Children attentively listen and respond to questions. For instance, when they suggest the weather, date and day. Children enjoy counting together and recalling from their previous learning. Staff read stories and provide inclusive learning opportunities. For example, children are welcomed in their first language. Staff encourage children to use sign language during song time. This builds on children's confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection. They know the signs and symptoms that may indicate a child is at risk of harm. The manager ensures that staff have sufficient training to keep their safeguarding knowledge up to date. They have a good understanding of various types of child protection matters, including the 'Prevent' duty and female genital mutilation. They are confident in the procedures to follow if they have concerns about children's welfare or the conduct of a colleague. The staff are aware of the importance of carrying out safety checks in a shared building. They complete daily risk assessments inside and outdoors. This helps to minimise potential risk.

What does the setting need to do to improve?

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

- identify staff professional development opportunities to further improve the quality of education for all children, including those with SEND
- continue to support children to develop their independence skills even further and maximise learning opportunities.

Setting details

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| Unique reference number | 137372 |
| Local authority | Bromley |
| Inspection number | 10264109 |
| 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 | 30 |
| Number of children on roll | 20 |
| Name of registered person | Tower Pre-school Committee |
| Registered person unique reference number | RP911669 |
| Telephone number | 07790 092114 |
| Date of previous inspection | 23 May 2017 |

Information about this early years setting

Tower Pre-School registered in 1993. The pre-school operates morning sessions on Monday to Thursday between 9.15am and 12.30pm, and afternoon sessions on Monday, Tuesday and Thursday from 1pm to 4pm, with a lunch club on those days. There are four members of staff and one volunteer. One has an early years qualified teacher status level 7. The other staff hold relevant early years qualifications between level 2 and 4. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A joint observation was completed. The manager discussed her aims for the activity and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector the premises during the learning walk and discussed how she ensures they are safe and suitable.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke with the provider regarding the leadership of the setting and sampled documents.

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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