

Inspection of Lunsford Park Pre-School

The George Holding Centre, Chaucer Way, Larkfield, Aylesford, Kent ME20 6SS

Inspection date: 23 February 2023

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

What is it like to attend this early years setting?

The provision is good

All children are very happy, settled and confident. Children have a positive attitude towards their learning. They are eager to come into the setting and immediately engage in their chosen activity. For example, children are learning about numbers. They are excited to design and make their own 'cuckoo' clock. Children of all ages are independent. For instance, the setting is well organised to support children to confidently choose where they would like to play and what activities they would like to participate in. Children enthusiastically bring their imagination to life. For example, when they have a keen interest in space, staff encourage children to act out being an astronaut.

Staff are positive role models. All children know what is expected of them. For example, they are polite and behave well. They take turns with resources, waiting with patience, and play happily together. Children learn about the benefits of healthy lifestyles. They talk about the importance of healthy eating and follow good health and hygiene routines. All children gain good physical skills and enjoy using challenging equipment. For example, they confidently negotiate obstacles, such as steppingstones. Children learn to move in different ways. This includes jumping and hopping with confidence as they enjoy a game of hopscotch.

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

- The managers and staff have made significant improvements since their last inspection. For example, they ensure younger children have their nappy changed in a space that ensures their dignity and privacy. They have a clear plan in place, and they evaluate practice routinely. They are keen to continue to enhance their learning environments. For instance, they are currently creating a cosy area to support the younger children to have a space to enjoy if they ever feel overwhelmed.
- Staff attend regular and beneficial training. They have made good use of recent training in how to understand how younger children learn and play. As a result, staff are confident to support even the youngest children to settle and engage them in their learning opportunities.
- The managers and staff get to know individual children and their personalities and abilities. This helps them to establish secure and trusting relationships with the children, supporting staff to meet their needs. All children have a good sense of belonging and positive levels of well-being. They enjoy the company of staff. For instance, they are keen to share news about their day with them.
- Overall, parents speak fondly of the setting. Staff communicate with them daily and share helpful tips, such as healthy eating ideas. On occasion, staff provide parents with information about children's development. For example, they share photographs on a social media platform about what children have enjoyed

doing. However, staff do not consistently provide parents with enough information about their children's individual next steps in learning and what progress they make to help them support their children at home.

- Children have good opportunities to develop a good understanding of the similarities and differences of people from around the world. This includes other languages. For instance, children learn words such as 'hello' and 'goodbye' in Italian and Tamil. Staff support children who speak English as an additional language effectively.
- Overall, all children are engaged in the learning opportunities that staff carefully plan for them. However, at times, staff do not organise changes in routine well to engage all children and help them understand what is expected of them. For example, when being asked to tidy up in the garden ready to come indoors, children wander aimlessly, and their engagement lacks during this time. This means that, for the brief moments during changes in routine, practice becomes a little chaotic, and learning is not as purposeful.
- Staff support all children to make good progress. This includes those with special educational needs and/or disabilities. Staff liaise closely with outside agencies and implement helpful strategies to support children. For example, they consistently use sign language to help develop children's communication skills.
- All staff support children to develop confident communication skills. They reinforce the correct pronunciation of words sensitively. Staff ask children thought-provoking questions, and they are keen to answer them. Children enjoy and benefit from the language-rich environment that is provided by staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the managers, have a secure knowledge and understanding of child protection and safeguarding policies and procedures. They fully understand the signs and symptoms of abuse, including wider issues such as domestic abuse. Staff know who to contact to seek advice and how to raise and follow up any issues. The managers have secure understanding of ensuring all staff, including committee members, complete all relevant suitability checks and are known to Ofsted. All staff keep their knowledge up to date. For example, they discuss safeguarding in each individual and team meeting and complete regular training.

What does the setting need to do to improve?

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

- develop the ways that staff communicate with parents to keep them informed about their children's individual next steps and learning
- review and improve the organisation of changes in routine to ensure all children are engaged and understand what is expected of them during these times.

Setting details

Unique reference number	127354
Local authority	Kent
Inspection number	10244525
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 4
Total number of places	24
Number of children on roll	40
Name of registered person	Lunsford Park Pre School Committee
Registered person unique reference number	RP518900
Telephone number	01732 848926
Date of previous inspection	17 May 2022

Information about this early years setting

Lunsford Park Pre-School registered in 1996. It is located in Aylesford, Kent. The setting is open Monday to Thursday, from 9am until 3.15pm, and Friday, 9am until midday, 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, all of whom hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager 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 an activity, focusing on the development of children's 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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