

Inspection of Frittenden Pre-School

Frittenden, Cranbrook, Kent TN17 2DD

Inspection date: 2 March 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children happily leave their parents and rush in to this pre-school. They settle incredibly quickly and chat to staff, who welcome them with kindness and love. Children confidently find their photo, decide how they are feeling and match their photo to an emotion face that corresponds to their own. The attentive staff ensure they take note of this so they can support the most vulnerable children on the day. Children concentrate deeply while they make predictions about their daily investigations. For instance, they make predictions and test the strength of materials to hold the weight of the 'Three Billy Goats Gruff' when they cross a bridge that the children have constructed. Children rapidly develop their thinking skills, and they become exceptionally capable problem solvers.

Younger children delight as they explore sensory materials, such as rice and oats. Staff extend their language superbly, using vocabulary such as 'calm', 'full' and 'overflowing'. Children who decide to stay inside are highly motivated to explore challenging activities, choose from the extensive role-play and craft areas or independently choose a resource. Outside, children's physical skills develop when they confidently climb a huge slide. They relish blowing into a giant hoop to make bubbles, guessing the size it will be and how long it will last.

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

- Staff have a highly individual approach to settling children. They work extremely closely with parents from the very beginning to based on from children's starting points. They are exceptionally proactive in evaluating the provision. For example, since the COVID-19 pandemic, they have noticed that children particularly need support in sensory play, socialisation and language improvement. In response to this, all staff have been highly successful in extending their skills in supporting language development. This supports children to make rapid gains and catch up extremely quickly.
- Children's experiences fully and consistently build knowledge and skills for the next stage of their education. When younger children are completely engrossed in the sensory resources, staff skilfully talk about what they are doing, giving them new language to absorb. Older children have plenty of opportunities to mark make and do their own writing. They have notebooks and clipboards, which they enthusiastically use to write lists, such as a menu of Chinese food from the takeaway.
- The pre-school is outstanding at forging links with other settings that children attend. They ensure that they plan together and involve the parents, which means that children have full support. They benefit from swift referrals to experts. Staff work tirelessly to ensure that children and parents get all the help and care available to them. This means that children are in the best possible

position to reach their full potential and make rapid progress.

- Staff ensure that children are prominent contributors to the local community. They are active in their support of exciting ventures. For example, children go on weekly trips to a local care facility to sing traditional rhymes to the residents. Children begin to build tolerance towards others, as well as building their confidence and social skills.
- Staff support children with special educational needs and/or disabilities with great speed to ensure they have opportunities to reach their full potential. This means that children receive specialist support and intervention as quickly as possible.
- Staff encourage children to be independent at every opportunity. Children tidy away before they choose to get out a different resource. They do this without a fuss and get on with their learning. They choose from healthy snacks and serve themselves food using tongs. They develop an excellent understanding of good hygiene and develop their hand-to-eye coordination.
- Children's behaviour and attitudes are impeccable, and they are exceptionally kind. They share, collaborate and take turns when they experiment with different items. For instance, they choose which items fit best when they jointly fill containers. Staff are very attentive and commentate on what the children are doing. They praise and challenge children as they explore the concept of capacity.
- Parents are exceptionally happy with the setting. They report that their children are extremely happy and that there are strong links between the pre-school and home. They praise the staff for their admirable work in supporting the local community. There are regular events that include fundraising with the local church and school. Children's progress is an ongoing discussion, and communication is exemplary. Parents rely on the staff for their expert support and advice.

Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise children's safety at this pre-school. Staff have expert knowledge about how to keep children safe from harm. They know how and where to refer any concerns should the need arise. They have a full understanding of the signs and symptoms of abuse, including issues such as terrorism and drug trafficking. They ensure that they inform children and parents about internet safety. Staff are vigilant in researching national and local issues to address any needs that may affect their children.

Setting details

Unique reference number	127200
Local authority	Kent
Inspection number	10276249
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	22
Name of registered person	Frittenden Pre School Committee
Registered person unique reference number	RP522785
Telephone number	01580852100
Date of previous inspection	7 July 2017

Information about this early years setting

Frittenden Preschool registered in 1991. It is situated within purpose built accommodation in Frittenden Primary School, Frittenden, Kent. The pre-school is open Monday to Thursday, from 9am to 3pm, and Friday, from 9am to 1pm, during term time only. The pre-school employs five members of staff, four of whom are early years qualified to level 3 or above.

Information about this inspection

Inspector

Kay Beckwith

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector carried out a learning walk with the manager. She assessed the quality of interactions and the learning opportunities the pre-school provides.
- The inspector viewed the indoor and outdoor learning environments.
- Relevant written documentation was reviewed.
- During the inspection, the inspector spoke to the manager, deputy, staff and children at convenient times and considered their views.
- The inspector and manager carried out a joint observation of a member 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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