

Inspection of Delarue Crickets Pre-school

Poplar Meadow, Welland Road, Tonbridge, Kent TN10 3TD

Inspection date: 4 May 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 are greeted with warmth and given the time they need to settle in. Staff take time to speak to parents about their children's needs and take a genuine interest in them. Children access a highly effective curriculum that is focused entirely on their individual needs. Teaching is precisely tailored to children's individual level of development. Those with special educational needs and/or disabilities (SEND) flourish. Children are at the heart of the planning and are making exceptional progress in relation to their starting points.

Children behave extremely well. They are given the time they need to understand how they feel. Staff respond to children consistently in a way that nurtures and respects their emotions. Children are incredibly positive towards staff and the requests they make, as well as the things their peers say or do. For example, children show delight when they see each other. They carefully embrace, showing regard for each other and giving comfort. Managers organise specific activities to give children new experiences. For example, children look after baby ducklings to support their emotional development.

Children have access to an exceptional variety of experiences that help prepare them for future success. Staff knowledgably use the curriculum to enhance the choices they offer to children. For example, they learn about children's previous experiences to ensure they provide them with a rich range of new opportunities. For instance, staff plan exciting trips to the local woodland to encourage children's physical development and to build their knowledge and understanding of the world around them.

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

- Managers are highly reflective. They constantly review the progress children make and discuss this regularly with the staff team. Managers provide training for staff that they think will have the biggest impact on children's development. For example, they have identified that children need support with their communication and are providing staff with enhanced training to support this.
- Staff receive regular supervision as well as daily check-ins. Staff use this time to speak to managers about children's development. The staff team review the curriculum together and plan how to enhance this further. Consequently, all staff know the children exceptionally well, which promotes consistency and positive well-being for children. Staff are highly motivated and create an environment that feels secure, exciting and enabling. They are committed to providing children with the support they need to succeed in the next stage of their learning.
- The curriculum is centred entirely around the individual needs of children and is

woven throughout all the interactions children have with staff. For example, staff provide a range of rich experiences to support children's physical development. Children skilfully build their confidence when climbing on the climbing frame, gradually increasing the steps they take up. They manipulate play dough and happily sing songs while doing so. This helps promote children's fine motor skills as well as their language. Staff use basic sign language to support their interactions with children to ensure all children are included.

- Children's confidence and independence is supported incredibly well. For example, children carefully use knives to cut up vegetables of varying textures as they pretend to make soup. Children twist the lids off different-sized jars to add the cut-up vegetables. This helps promote children's physical development and understanding of healthy eating. Staff risk assess activities effectively to ensure they are safe for all children to access. Children show confidence and determination as they immerse themselves in activities.
- All children thrive, including those with special educational needs and/or disabilities. Managers and staff work closely with other professionals and take account of the advice and guidance they offer. Managers ensure funding is used precisely for the individual needs of children and to support their progress. The support for children with SEND is worthy of sharing.
- Parents speak extremely highly of the pre-school. They feel well informed about how their children are progressing. Parents feel the pre-school is a 'home-from-home' environment and part of the community. Parents know what their children are learning and are supported to help their children's learning at home. For example, they borrow resources to take home that cover all areas of development. They feel able to share concerns they may have and feel extremely supported.
- Children's language development is of high priority. Managers have identified a gap in children's communication development since the COVID-19 pandemic. However, they provide a vast number of opportunities for children to build strong foundations for their speech and language. Children, including the youngest children, independently access a range of books and demonstrate their excitement as they look through them. Staff promote healthy eating. They sit with children at mealtimes and check that they have healthy lunch boxes. Staff promote conversation at mealtimes that do not overwhelm children. They ask questions and listen to children and balance this very well. As a result, children seem extremely happy and engaged.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands how to report concerns they may have about a child's welfare. Staff have excellent knowledge of how to identify signs that a child may be at risk of harm. They are confident about how to record and report concerns and understand their roles and responsibilities to do so. Staff are aware of the whistle-blowing policy and how to escalate concerns they may have about an adult working with children. Managers discuss safeguarding

scenarios with staff regularly. They ensure that activities are safe for all children to take part in and closely supervise children as they play. All staff are first-aid trained and have additional training to ensure they can safely meet the needs of all children.

Setting details

Unique reference number	EY538754
Local authority	Kent
Inspection number	10276532
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	26
Number of children on roll	39
Name of registered person	Delarue Crickets Limited
Registered person unique reference number	RP538753
Telephone number	07496 288372
Date of previous inspection	19 July 2017

Information about this early years setting

Delarue Crickets Pre-School first registered in 2015. It re-registered as a limited company in 2016. It is registered on the Early Years Register. There are six members of staff working with the children who have appropriate early years qualifications. This includes one member of staff with qualified teacher status. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school opens during term time only, Monday to Friday from 9am to 3pm.

Information about this inspection

Inspector
Pippa Clark

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.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection, as well as reading written feedback, and took account of their views.

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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