

Inspection of Holden Park Pre-School

Holden Park Gospel Hall, Prospect Road, Southborough, Tunbridge Wells, Kent TN4 0EH

Inspection date: 9 May 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 Good

What is it like to attend this early years setting?

The provision is good

All children are settled, confident and happy in the setting. Children are independent. For example, they confidently choose their own play and complete tasks, such as handwashing. Staff have a secure understanding of how they implement their effective curriculum. Children are excited to join in with the interesting activities that staff carefully plan for them. For example, children are keen to explore with their senses. They learn that if they mix water and fruits, such as oranges, they can change the scent of the liquid they create. Children enjoy learning to make marks and patterns in different ways, such as using cars in paint.

Children learn about the importance of healthy lifestyles. They talk about healthy items at snack and lunchtime. Staff take children to visit the dentist to help them understand how to keep their teeth healthy. All children gain good physical skills. For example, they confidently learn about the different ways they can move. This includes safely negotiating climbing and balancing equipment. Children are confident to communicate their ideas. They answer thought-provoking questions with confidence. They are keen to share their ideas with their friends. For instance, they make up narratives as they engage in imaginative play.

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

- The manager and staff establish secure and trusting relationships with all children. They get to know their individual personalities, needs and abilities well. This helps staff plan activities that they know will engage children. Staff support all children to make good progress. This includes those who speak English as an additional language.
- Staff support children to develop a good sense of belonging and positive levels of well-being. All children enjoy the company of staff, including those who have special educational needs and/or disabilities. Staff fully understand how to meet their needs. For example, they liaise with outside agencies and share helpful strategies to support them. This includes providing children with a calming area, where they can go if they feel overwhelmed.
- The manager and staff establish positive partnerships with parents, who speak highly of them. Staff keep them well involved and informed in their children's learning and achievements. They share helpful information with parents, such as healthy eating ideas. They make a good link between home and the pre-school. For instance, children take home 'Billy' the bear, and they are excited to tell their friends about the adventures they have had together back at the setting.
- 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, she does not fully identify when some staff would benefit from additional mentoring to help ensure teaching is consistently of the

highest standard.

- All staff support children to develop their social skills, such as encouraging them to take turns and share. Overall, children are polite and behave well. For example, even the youngest children say 'please' and 'thank you' with minimal reminders. However, staff do not consistently help children to fully understand why they are being asked to stop a certain action. For instance, on the rare occasion children throw an object, they are simply asked to stop with no clear reason given as to why. Therefore, occasionally, children do not fully understand the expectations of their behaviour.
- Staff help children to develop a good understanding of similarities and differences between themselves and others. For example, children learn about the traditions of other countries. They listen to Spanish music and learn traditional Spanish dancing. Children learn about traditional costume, such as African gowns and saris.
- The manager and staff use additional funding effectively to meet the individual needs of children. For example, they have purchased books and resources to build on children's interests to encourage them to focus and enjoy their learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a good knowledge and understanding of all safeguarding and child protection policies and procedures. They fully understand what signs and symptoms of abuse to be vigilant for that may cause concern. They know how they would manage any concerns and who they would contact for support and advice. This includes knowing how to deal with any allegations raised against staff. Staff complete thorough risk assessments to help minimise any potential hazards. Staff know how they would manage any accidents swiftly and administer any first aid effectively if required. There are effective procedures in place to check the ongoing suitability of staff who supervise children well and help to keep them safe.

What does the setting need to do to improve?

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

- provide guidance for staff to ensure they consistently help all children to fully understand the expectations of their behaviour
- further strengthen the mentoring of all staff to ensure they are fully supported to consistently teach to the highest quality.

Setting details

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| Unique reference number | EY307672 |
| Local authority | Kent |
| Inspection number | 10280065 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 11 |
| Total number of places | 27 |
| Number of children on roll | 21 |
| Name of registered person | Holden Park Pre-School Limited |
| Registered person unique reference number | RP905878 |
| Telephone number | 01892 520626 |
| Date of previous inspection | 22 September 2017 |

Information about this early years setting

Holden Park Pre-school registered in 2018. It is located in Tunbridge Wells, Kent. The setting is open Monday to Friday from 7.30am until 6pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff. Of these, four hold relevant early years qualification at level 3 and above. This includes one member of staff who has a relevant early years qualification 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.
- The inspector reviewed written documentation. 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.

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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