

# Inspection of Stocks Green Pre-school

Leigh Road, Hildenborough, Tonbridge, Kent TN11 9AE

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Inspection date: 20 October 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders and managers have not assured themselves of the suitability of staff working in the pre-school. Some staff have not had required suitability checks completed and do not hold a valid Disclosure and Barring Service (DBS) certificate. Leaders and managers have not ensured that all staff have the relevant training for their roles. This compromises children's safety. However, a new committee chair, secretary and other members of the committee have identified other risks and hazards posed to children and taken swift and immediate action to address these. For example, they have ensured that the electrics in the building are safe and that fire safety equipment is in place.

Although there are breaches of requirements, children play happily together. Staff have clear expectations, so children quickly get to know the daily routines. For example, they get ready immediately at lunchtime, washing their hands and finding their places. This supports their confidence and independence skills well. Staff provide children with consistent guidance and praise, which helps them behave well. They enjoy setting up a game together chasing 'baddies'. Children's behaviour is good. For example, children find toys for their friends and ask them to join in with them. This supports their personal and social skills well. Staff promote positive attitudes to learning. They provide children with a range of engaging activities and children display high levels of involvement. They remain engrossed and enthralled when joining in with rhyme time, eagerly taking turns with the 'scrunchie' and singing their favourite songs. This supports their communication and language skills well.

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

- A named designated safeguarding lead (DSL) is in place. However, leaders and managers have not made sure the DSL has had the necessary training and knows the correct procedures to follow if there are concerns about children or adults. This compromises children's welfare.
- New leaders and managers are working tirelessly to ensure improvements are made. However, robust checks have not been completed for all staff. The committee recognise that they have not had appropriate oversight of the pre-school. In addition, they have not notified Ofsted of all changes, as required. Although they have started to understand their roles and responsibilities, not all requirements are currently met.
- The new leaders and managers are passionate and driven. They successfully liaise with external agencies to make improvements. They recognise that they have work to do to ensure robust policies and procedures are fully in place. However, required records related to staff checks were not all available and in place at the time of inspection, in order to confirm staff suitability.

- Parents talk highly of the setting. They say that their children have made good progress in their confidence, independence and language skills. Parents appreciate the daily communication they have with staff at drop-off and collection times. They talk of the nurturing and family atmosphere. They receive effective support to help their children's learning at home.
- Although recent changes have been challenging for staff, they say that they feel supported by the committee now. They have regular supervision opportunities and report that their well-being is a focus. They work hard to ensure children are at the heart of what they do.
- Children benefit from a well-organised environment. They delight in sitting with staff, sharing stories. Staff praise and encourage children. They use funding to ensure they prioritise children's communication skills. For example, staff have created story sacks for children to take home. This supports a love of reading and helps children make good progress with their language and literacy skills.
- Staff plan a curriculum based on children's interests. Children's mathematical skills are well supported by staff. Children listen intently as staff explain that, 'Algebra is what we do with numbers,' and join in when asked if they can 'find one more' when playing a puzzle game. This supports children's knowledge and understanding of numbers and counting.
- Staff ensure children settle well. They provide additional sessions to support children's wider experiences, such as forest-school activities. Staff prioritise children's creative skills. Children remain focused, creating their own pictures and making their own handprints with paint. They show high levels of imagination as they engage in craft activities.
- Children demonstrate positive behaviours and attitudes to their learning. They are motivated and engaged when playing and exploring. Staff promote this by playing alongside them and encouraging them to join in. This supports children's self-esteem and confidence.

## Safeguarding

The arrangements for safeguarding are not effective.

Procedures in place to ensure staff's suitability are not robust enough. All required information and records are not effectively in place and changes have not been notified to Ofsted in line with statutory requirements. However, staff can identify signs and symptoms of abuse and know what to do if they are concerned about a colleague. New leaders and managers have completed safer recruitment training to ensure procedures for the recruitment of staff are understood.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure the designated safeguarding leads have attended an appropriate child protection training course and have up-to-date knowledge and skills to identify, understand and respond appropriately to signs of possible abuse and neglect	20/11/2023
ensure appropriate checks are completed for anyone who has contact with children, including DBS checks, and that those without suitability checks are not left alone with children	20/11/2023
ensure all required records are easily accessible and available on inspection, particularly related to suitability checks on staff and DBS check information.	20/11/2023

## Setting details

<b>Unique reference number</b>	127649
<b>Local authority</b>	Kent
<b>Inspection number</b>	10313789
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Stocks Green Pre School
<b>Registered person unique reference number</b>	RP524313
<b>Telephone number</b>	01732 834115
<b>Date of previous inspection</b>	3 May 2019

## Information about this early years setting

Stocks Green Pre-school registered in 1981. It is located in the grounds of Stocks Green Primary School in Hildenborough, Kent. The pre-school is open Monday to Friday from 9am to 3.15pm, term time only. The provider receives funding to provide free early education for children aged three and four years. The pre-school employs seven members of staff, four of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who holds qualified teacher status.

## Information about this inspection

### Inspector

Victoria Salisbury

## 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 pre-school.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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