

Holden Park Pre-School

Holden Park Gospel Hall, Rear of 61 Prospect Road, Southborough, Tunbridge Wells,
Kent, TN4 0EH



Inspection date	22 September 2017
Previous inspection date	15 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers and staff work together to effectively review their practice. For example, each member of staff takes responsibility for a learning area and they regularly implement new ideas. They evaluate how well children enjoy and use the areas, such as role play. This helps keep children motivated to learn.
- All staff establish positive relationships with parents and keep them fully involved in their children's learning. For instance, they share children's achievements daily.
- Children have good opportunities to challenge their physical skills. For example, children climb trees and negotiate more-complex equipment, such as climbing walls.
- Staff establish positive relationships with children. Children have positive well-being and self-esteem. Children are happy and confident to enjoy their play.
- Children gain good early mathematical skills to support their future learning. For example, children confidently count beyond 10 as they play.
- Staff effectively use the local environment to extend children's learning. For instance, they regularly visit places of interest, such as the local pet shop and farms.

It is not yet outstanding because:

- Staff do not make the most of challenging questions to give children sufficient time to think and respond to help extend their communication skills.
- Staff miss some opportunities to build on children's understanding and respect for other people's similarities and differences in the wider world.

What the setting needs to do to improve further

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

- extend children's opportunities to think and answer thought-provoking and challenging questions more consistently to help develop their listening and speaking skills even further
- review and improve children's opportunities to understand and respect other people's similarities and differences outside of their own experiences.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers closely monitor the quality of care and teaching that staff provide children. For example, they observe staff daily and provide them with helpful advice to support their future practice. The managers hold regular one-to-one meetings to discuss their performance and together they use the feedback to highlight any training needs. The manager and staff are proactive at building on their skills and knowledge even further. For example, they attend regular training, such as learning how to make the most out of the organisation of resources to help keep children fully engaged in their play. Safeguarding is effective. The managers and staff all have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare, including knowing who to contact to follow up concerns. Children learn how to manage risk safely. For example, they use real tools in activities, such as hammers.

Quality of teaching, learning and assessment is good

Staff establish positive partnerships with other early years professionals, such as sharing children's progress with other settings they also attend. This helps provide children with a good consistent approach to their shared care and learning experiences. The managers and staff closely monitor children's progress. This enables them to quickly highlight any gaps in their development and provide children with good individual support to close them promptly. Staff skilfully support children to prepare for their move to school. For instance, children use the school facilities on a regular basis, such as visiting the school playgrounds and confidently using the more-complicated equipment there. This helps children understand what they may experience in their next chapter of learning.

Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and behave well. For example, children understand the rules and boundaries, and learn the difference between right and wrong. Children develop good social skills. For example, they happily share and take turns with resources. Children are keen to play together and show kindness to each other. They make sure that everyone is fully involved in the team game and receives their turn. Children develop a good understanding of the importance of healthy lifestyles. For example, they learn about the positive benefits of exercise on their bodies.

Outcomes for children are good

Children of all ages and abilities make good progress in relation to their individual starting points. They learn important skills to support their future learning. They develop good early writing abilities. For example, they 'write' their own version of their favourite traditional fairy tale. Children gain good early reading skills. For instance, all children recognise simple words and letters in regular letter-hunt walks, such as on street signs.

Setting details

Unique reference number	EY307672
Local authority	Kent
Inspection number	1070681
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	22
Number of children on roll	24
Name of registered person	Holden Park Pre-School Limited
Registered person unique reference number	RP905878
Date of previous inspection	15 December 2014
Telephone number	01892 520626

Holden Park Pre-School registered in 2005. It is located in Tunbridge Wells, Kent. The nursery is open Monday to Friday from 7.45am until 6pm, during term time only. The provider receives funding to provide free early education for children aged two and three years. The nursery employs nine members of staff, six of whom hold a relevant early years qualification at level 2 or above. This includes one member of staff who holds a level 4 qualification, one staff member who holds a level 7 qualification and one member of staff who has early years professional status.

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