

Inspection of Manor Road Pre-School

United Reformed Church Hall, Manor Road, Rusthall, TUNBRIDGE WELLS, Kent TN4 8UD

Inspection date: 12 May 2022

Overall effectiveness **Good**

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

What is it like to attend this early years setting?

The provision is good

Children of all ages are incredibly happy, confident and settled at the pre-school. They are extremely eager to join in with the motivating activities that staff carefully plan for them. For example, children use materials to make their own instruments, such as rattles and drums. Children are excited to learn about the natural world. For instance, they are eager to check up on the progress of their caterpillars as they patiently wait for them to change into a cocoon. Children explore and investigate as they engage in simple experiences. This includes mixing liquids to create 'erupting volcanos'.

Children behave well and are very polite. They build meaningful friendships and enjoy each other's company. Children are extremely kind and empathetic. For example, they understand each other's different needs and abilities. Children learn about the benefits of healthy lifestyles. For example, they talk about the importance of brushing their teeth for two minutes to help keep them healthy and clean. All children develop good physical skills and learn how to move their bodies in different ways. For instance, they engage in daily yoga activities. Staff use additional funding effectively to meet the individual needs of children. They have purchased equipment, such as balls, to further interest children in outdoor play experiences.

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

- The manager and staff get to know children incredibly well. They fully understand their individual needs and what makes them unique. Staff establish extremely secure and trusting relationships with children. This helps children to develop a secure sense of belonging and self-worth. For example, children are extremely proud of the creations they make and beam with pride.
- All staff build on children's interests well. This helps them to plan activities that they know will motivate and engage children. For example, when children enjoy dinosaur play, they go on to make dinosaur dens. They use sand and make prehistoric fossils. All children have an outstandingly positive attitude towards their learning and make good progress, including those with special educational needs and/or disabilities.
- The manager and staff have a secure and confident understanding of all areas of learning. For example, children use mathematical language as they play. However, children do not yet have consistent opportunities to be more independent. At times, staff are too quick to intervene and complete tasks for them. This includes setting up activities and opening packaging at lunch.
- The manager and staff keep parents fully involved and informed with regards to their children's learning and achievements. They share detailed information about the children's day and what they have enjoyed doing. They regularly

share useful tips to help parents to support their children at home. For example, they share healthy eating ideas.

- Staff do not consistently implement procedures for sharing information with staff at other settings that children attend. For example, some staff make contact to discuss children's learning, while others do not understand the importance of doing this. This means that staff do not yet provide children with the best level of consistency to their shared care and learning experiences.
- The team of staff evaluate their practice well together. They have daily discussions about how well they engaged children and how they can build on their experiences. The manager closely monitors the good quality of care and teaching that staff provide. She regularly observes staff interacting with children and provides them with constructive feedback to support their future performance.
- All staff attend regular training and are keen to build on their already good skills and knowledge. They have recently learned about different ways to help children to develop their communication skills. This includes using sign language. Children are confident to share their thoughts. For instance, they express their own ideas during role-play activities.
- Staff support children to develop an extremely good understanding and respect for other people's similarities and differences outside of their own communities. For example, children learn words in Spanish and French, such as 'hello' and 'goodbye'. Children talk about cultures of an extensive range of countries. This includes learning about traditional Turkish customs, food and music.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding and child protection. This includes knowing the signs and symptoms to be aware of that may raise a concern. Staff know who to contact to seek advice and how to deal with and follow up any potential issues. Staff carry out detailed risk assessments to help keep children safe. This includes implementing thorough health and hygiene routines. This helps staff to minimise the spread of childhood illnesses and COVID-19. Children learn how to keep themselves and each other safe. For example, they talk about how to cross the road safely.

What does the setting need to do to improve?

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

- support staff's understanding to consistently encourage children to complete tasks they are capable of and be more independent
- provide guidance for staff to strengthen their understanding of the importance of communicating with staff at other settings children also attend.

Setting details

Unique reference number	127365
Local authority	Kent
Inspection number	10220296
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	47
Name of registered person	Manor Road Playgroup Committee
Registered person unique reference number	RP521178
Telephone number	07972739852
Date of previous inspection	7 June 2017

Information about this early years setting

Manor Road Pre-School registered in 1994 and is based in Rusthall, Tunbridge Wells, Kent. The pre-school employs seven members of staff. Of these, four hold relevant early years qualifications at level 2 or above. This includes two members of staff who hold relevant early years qualifications at level 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

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.
- The inspector had a learning walk with the manager. The inspector assessed the impact of the quality of staff's interactions with children and the learning opportunities they provide for them.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed by the inspector, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector jointly observed an activity to make play dough. They focused on the quality of communication.

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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