

Little Appleseed Pre-School



The Bethel Hall, High Brooms Road, Tunbridge Wells, Kent, TN4 9DA

Inspection date 15 September 2017
Previous inspection date 3 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

- Staff know children well and build and maintain positive relationships with them. This helps children to settle happily into their play and have a good sense of belonging.
- Staff provide a welcoming and stimulating environment, which they organise well to enable children to follow their interests and explore their abilities.
- The staff effectively plan their day. For example, their plans capture the interest of children and they provide plenty of time for children to build on their learning.
- Children learn effective skills to help prepare them for their move to school. For example, they are encouraged to develop their critical thinking skills.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the pre-school and in their children's learning.
- The manager and staff monitor effectively individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development. For example, they quickly identify and support children who have special educational needs. All children make good progress in their learning and development.

It is not yet outstanding because:

- Staff miss some opportunities to enable children to explore and share languages they also speak at home while in the setting, to help develop further their sense of self.
- Staff do not always ensure that they carry out the action raised through self-evaluation in the time planned, to promote further improvements of the setting.

What the setting needs to do to improve further

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

- extend opportunities for children to explore their home language in the setting to develop their sense of belonging
- continue to build on the self-evaluation process to ensure that identified areas for improvements are consistently seen through to their conclusions.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector looked at relevant documentation, such as staff qualifications, adult-to-child ratios, and planning and assessments records.
- The inspector carried out a joint observation with the manager.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff keep their safeguarding knowledge up to date. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare. The manager monitors staff practice well. Regular meetings and training opportunities help to ensure all staff develop their skills and confidence. For example, recent well-being and involvement training has allowed staff to plan exciting new activities which promote risk taking. The manager works closely with other professionals to support children who have special educational needs. For example, she attends meetings with specialist teachers to ensure appropriate support is in place. Working closely with parents has had a positive effect on children's learning.

Quality of teaching, learning and assessment is good

Staff assess individual children's development accurately and plan effectively for their next steps. Staff skilfully use a wide range of resources well to engage children at all times. For instance, children enthusiastically and creatively explore a messy activity as staff skilfully introduce simple descriptive words and offer lots of praise as children find out how things work. Staff successfully offer children experiences that they enjoy and that help them make good progress. For example, children work together enthusiastically to create a large model construction when new resources arrive. Children listen to each other well, for example, as they confidently talk about their experiences at home. Staff effectively extend children's learning, such as explaining the purpose of traffic lights during an activity. Staff promote mathematics well. For example, children consider and discuss the difference in size and quantity while exploring different fluids and properties.

Personal development, behaviour and welfare are good

Children are polite and behave well. They follow rules and know what is expected of them. Children have good opportunities to challenge their physical skills. For example, children confidently build obstacles, such as balancing on wooden beams and blocks. Children's independence skills are enhanced, for instance, as they enjoy learning to cut fruit and pour drinks as they help to prepare snacks. Children receive a choice of nutritious snacks and staff engage children in conversations about healthy food choices. Children develop a good understanding of diversity beyond their own family. For instance, the environment is rich in images from around the world and children play with small figures and dolls which represent different cultures.

Outcomes for children are good

Children play and explore together cooperatively and communicate confidently their needs, ideas and views. For example, during an activity, new children to the setting introduce themselves to each other and enjoy talking about their favourite things. Children use the small outdoor area well to explore their imaginative play and develop their ideas about mark making.

Setting details

Unique reference number	EY430125
Local authority	Kent
Inspection number	1071418
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	31
Name of registered person	Sandra Joyce Chapman
Registered person unique reference number	RP514049
Date of previous inspection	3 December 2014
Telephone number	01892535679

Little Appleseed Pre-School re-registered in 2012. It is privately owned and is situated in a residential area in the High Brooms area of Tunbridge Wells. It operates from a church hall. The pre-school operates during term time only, each weekday from 8.30am to 3pm. However, on Fridays, it finishes at midday. The pre-school provides funded early years education for two-, three- and four-year-old children. There are seven members of staff. The manager holds an appropriate level 4 early years qualification and five of the remaining staff hold appropriate early years qualifications.

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