

Inspection of Brenchley Pre-School Limited

Brenchley Road, Brenchley, TONBRIDGE, Kent TN12 7NY

Inspection date: 29 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy as they arrive at the pre-school. They are greeted by familiar and supportive staff. Staff create a sense of belonging with carpet time that includes all children. For example, children sing their pre-school song, take turns to greet each other and sign the Makaton letters for everyone's names. This supports all children's language development and builds on their social skills.

Staff boost children's self-esteem as they join in with physical play. For example, staff praise children for their good balance as they climb and cross a bridge. They challenge older children to jump from a higher step. This supports children's developing gross motor skills. Staff help children to feel safe, valued and connected with nurturing interactions. For example, staff play peekaboo with children, who giggle as they hide. Staff warmly praise children for taking turns as they excitedly roll down a grassy slope.

Staff weave mathematical learning throughout the day. For example, younger children join in with counting as they line up to go inside, count fruit and recite the days of the week while reading 'The Very Hungry Caterpillar'. Older children practise independent counting using 'pointy fingers', discuss how they know their buckets are full or empty and use language such as 'more' and 'less' while scooping pebbles in the garden. Children show independence, focus and enjoyment while playing and learning. The pre-school prepares them well for the next stage in their learning.

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

- The pre-school builds a strong, skilled team to support children's development and learning. Leaders have a clear and ambitious vision for providing high-quality care and education to all. They show a commitment to staff's development and well-being. They support staff with professional training which is relevant to the children's needs in the setting, particularly those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL).
- Leaders shape the curriculum to support all children, including those with SEND and EAL. They know how to plan activities that cover all areas of learning and make sure that the learning is carefully sequenced. This helps children to develop their skills and understanding with confidence. Leaders work to create strategies that support children in the setting to make progress so they are prepared well for the next stage in their education or their transition to school.
- Staff have regular, meaningful interactions with children that build on their vocabulary and communication skills. For example, staff use 'bucket time', where they discover an exciting new toy with the younger children. Children develop

their listening and attention skills as they wait to see what is inside the bucket and staff introduce new words as they describe the revealed toy. Children develop their vocabulary with activities such as shared story times. Older children learn to take turns to discuss their ideas and experiences that relate to the book. These interactions support children to talk confidently, and they eagerly talk with staff and the inspector about themselves and their pre-school. Staff adapt their teaching and use resources, such as visual communication boards, that support children with SEND and EAL. This helps all children to make good progress with their language development.

- Children strengthen their sense of identity and build on their self-esteem with activities such as the 'proud cloud', where staff give them time to talk about their achievements or what they like about themselves. Staff have positive, supportive and respectful relationships with children. They support children's emotional well-being and confidence with lots of praise and encouragement in their daily activities.
- With staff's support, younger children follow the routines and expectations for behaviour. Older children have a good awareness of and sense of responsibility for the expectations. For example, children help to create the rules, and staff and children regularly discuss why they are important. This fosters a structured and calm atmosphere where children have positive attitudes to learning.
- Overall, partnerships with parents are effective. Staff make time to speak with parents as they drop off and collect their children and use online systems to share up-to-date information about children's progress. They also organise two meetings a year where parents can come into the setting and speak with their child's key person. However, staff do not always recognise when to tailor the support for parents to provide the additional reassurances that they may need.
- The pre-school promotes equality and values diversity. Children learn to reflect on their similarities and differences and understand what makes them unique. For example, children make and try food from other children's cultures and create self-portraits to compare their features. This encourages children's understanding and appreciation of the diverse world around them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to identify the most effective way to share information with individual parents.

Setting details

Unique reference number	EY446314
Local authority	Kent
Inspection number	10394761
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	61
Name of registered person	Brenchley Pre-School Limited
Registered person unique reference number	RP524297
Telephone number	01892724261
Date of previous inspection	24 September 2019

Information about this early years setting

Brenchley Pre-School Limited registered in 1992. It is located in the village of Brenchley, in Tonbridge, Kent. The setting is open during term time, Monday to Friday, from 7.30am to 6pm, and offers funded places from 9am until 3.30pm. The setting is independently run. It offers two-, three- and four-year-olds government-funded places for childcare and receives funding for disadvantaged children. The setting employs nine members of staff, all of whom hold relevant early years qualifications at level 2 or above. This includes three members of staff who are qualified early years teachers.

Information about this inspection

Inspector
Sophia Malcolm

Inspection activities

- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager and deputy manager joined the inspector on a learning walk of all of the setting and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector spoke to staff during the inspection and observed the interactions between staff and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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