

Inspection of St George's Community Children's Project Ltd

7 Chilston Road, Tunbridge Wells, Kent TN4 9LP

Inspection date: 22 November 2019

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly independent, confident and happy. Staff do their utmost to ensure that the setting is safe and secure. Children are consistently enthused by the highly motivating learning opportunities. They engage in activities that require excellent levels of maturity, for example, they enjoy pond dipping and making campfires. Children's behaviour is impeccable and they are incredibly polite. Children develop excellent levels of empathy and kindness. For example, they routinely visit the elderly to share stories with them. Children are keen to help each other and listen to each other's ideas with great respect. Children gain an excellent understanding of healthy eating. For example, they harvest their own produce in their allotment, such as leeks, apples and onions. All children have outstanding opportunities to challenge their physical skills. They negotiate more complicated equipment with excellent confidence, such as climbing walls, cargo nets and tree swings. Staff build on children's interests incredibly well. For example, children who are enthusiastic about dinosaurs go on to learn their different names, such as velociraptor. Children then explore and learn about different fossils, such as ammonites. Children learn about different artists. For example, they explore still-life painting as they reproduce their own version of Van Gogh's vase of sunflowers.

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

- Staff establish outstandingly secure and trusting relationships with children. They get to know children's individual personalities, routines and interests incredibly well. Staff have exceptionally good levels of positive well-being and self-motivation.
- The managers and staff establish an extraordinarily positive partnership with parents and keep them extremely well informed and involved in their children's learning. They routinely share children's learning experiences and training ideas with them. For instance, they are invited to learn about how to manage children's behaviour and how to support children with visual impairment.
- All staff build and maintain excellent partnerships with staff at other settings children also attend. For instance, they observe children together, share activity ideas and agree next steps in their learning. Staff provide children with an incredibly positive approach to their shared care and learning experiences.
- Staff have an extraordinarily comprehensive knowledge of the curriculum and all seven areas of learning. They provide children with extremely enthralling and motivating learning opportunities. For example, children make their own resources, such as card games. Staff skilfully provide children with the skills they need to succeed. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make outstanding progress and exceed learning expectations.
- All children are extremely confident to communicate and share their ideas. They

have an extensive range of vocabulary and express themselves with great confidence. Staff encourage children to learn and use new words, for instance, ones such as 'prehistoric'.

- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities and religious beliefs. Children learn words in an extensive range of other languages, such as Bulgarian and Portuguese. Children learn about the celebrations of other countries. For example, children make wishes and write these down. They then place them on a tree they have created for the Hong Kong New Year wishing tree tradition.
- Staff are extremely well qualified, passionate and enthusiastic. They attend incredibly beneficial training to support them to build on their already impressive skills and knowledge. For instance, they have learned about the benefits of children being able to explore and investigate materials as part of their play.
- The managers and staff evaluate their practice together exceptionally well. For example, they observe each other teaching children daily. They share incredibly helpful feedback to enhance their performance. The managers closely monitor the consistency of care and teaching staff provide. For instance, they hold daily evaluation meetings with all staff to discuss how well they met the learning intentions. The managers give an extremely high priority to staff well-being and support them massively. For example, if required, staff are offered free counselling, and they are recognised and valued for their achievements.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. Staff are extremely confident of what to do and who to contact in different circumstances, such as if they felt that they needed to report a concern about a colleague. Staff encourage children to take an active role in risk assessing their activities and environments. This helps teach children to have a great sense of responsibility and to help keep themselves and others safe. Children clearly understand the importance of safety during their play. For example, they make up their own rules regarding fantasy play and consider how to use their 'pirate swords' safely.

Setting details

Unique reference number	127584
Local authority	Kent
Inspection number	10128560
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 8
Total number of places	90
Number of children on roll	312
Name of registered person	St Georges Community Childrens Project Limited
Registered person unique reference number	RP910379
Telephone number	01892 543982
Date of previous inspection	13 April 2016

Information about this early years setting

St George's Community Children's Project Ltd registered in 1991. It is located in Tunbridge Wells, Kent. The setting is open Monday to Friday from 7.30am until 6.30pm, all year around. The setting receives funding to provide free early education for children aged three and four years. The setting employs 53 members of staff, 32 of whom hold relevant early years qualification at level 2 or above. This includes one member of staff who holds a level 4, one member of staff who has a level 5, one member of staff who holds a degree at level 6 and one member of staff who has early years professional status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager and nominated person. The inspector assessed the impact interaction and opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager of a cooking activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019