

Inspection of Capel Pre-School

Falmouth Place, Five Oak Green, Tonbridge, Kent TN12 6RD

Inspection date: 27 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children and families are at the heart of this friendly community pre-school. Staff are gentle and kind in their interactions with children, frequently offering cuddles and comfort. This helps promote children's emotional well-being successfully. Children settle quickly to play and are highly engaged exploring the wide range of activities set up for them. They thoroughly enjoy riding their bikes navigating around each other in the hall and matching the numbers on their bikes to the 'parking spaces'. This helps support children's physical and number skills well. All children make good progress.

Staff have high expectations for children. They are good role models. Where children need support to understand how their behaviour impacts on their friends, staff gently and sensitively explain to them how to take turns and share. Children excitedly use different timers to measure their time on the scooters ensuring it is fair. These activities help develop children's social skills effectively. Staff plan an imaginative and motivating curriculum. For example, children delight in learning about different birds outside with staff. They eagerly wait for them to land on the feeder they have set up, using posters to identify what type of bird they are. These activities promote children's understanding of the natural world well.

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

- Children behave well. They are polite and well-mannered when talking to each other and staff. Children immediately respond when it is tidy-up time, telling adults what they have to do. Children demonstrate that they have learned the routines of the setting very well and are confident and comfortable.
- Staff promote children's understanding of others positively. They provide books to support children's understanding. For example, children learn about their friends' different cultures and beliefs and demonstrate respect when talking about them. As such, children are very inclusive towards each other.
- Staff help develop children's self-care skills well. They talk to children about healthy choices. Children are interested and engaged when learning how to brush their teeth. They talk with staff about the apples they collect from the community orchard nearby. These activities help develop children's understanding of healthy lifestyles.
- Children benefit from a well-planned curriculum based on their needs and interests. Children spend long periods of time exploring cars and trucks and making their own ramps. Other children concentrate for sustained periods making their own play dough models. These activities support children's concentration and attention successfully.
- Staff encourage children's language and literacy skills very well. Children delight in joining in with rhymes and songs. They eagerly request their favourites

demonstrating good recall skills. Staff provide children with a range of books to take home supporting a love of reading.

- Staff set up resources for children to be creative, such as setting up easels for children to mix different coloured paints. However, they do not always identify when they could extend activities to enhance children's knowledge and understanding. This means children do not always have opportunities to expand their creativity and challenge their thinking further.
- Staff promote children's independence well. They encourage children to put their own coats on and celebrate their achievements when they do. Children wash their own hands before snack time and are considerate when putting their own plates and bowls away. This helps support their positive attitudes to learning.
- Leaders and managers are passionate and proactive. They have effective links with the local authority, taking on board suggestions and advice. They are evaluative and reflective of their practice. Staff use funding well to provide additional support to families if needed, such as help with books and uniform. They encourage children to donate to the food bank to help the community. Staff are well supported in their roles.
- Relationships with parents are strong. They are provided with a range of information about how their children are doing. Parents appreciate how well their children are prepared for school and the support they get to help them. Parents report how happy their children are and the good progress they have made.

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:

- strengthen staff's skills in identifying when they could extend activities to support children's learning even further.

Setting details

Unique reference number	127081
Local authority	Kent
Inspection number	10373028
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	40
Name of registered person	Capel Community Association Committee
Registered person unique reference number	RP524437
Telephone number	01892 833363
Date of previous inspection	5 November 2019

Information about this early years setting

Capel Pre-School registered in 1991. It is situated in Five Oak Green, in Tonbridge, Kent. The pre-school is open each weekday during term time only, from 8.30am until 11.30am on Monday, and from 8.30am until 3.30pm on Tuesday, Wednesday, Thursday and Friday. The pre-school employs eight members of staff, five of whom hold qualifications to level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.

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 2025