

Inspection of White Road Preschool

Community Centre, White Road, Keyes Avenue, CHATHAM, Kent ME4 5UN

Inspection date: 6 December 2021

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 happily arrive at the pre-school and staff are readily available to welcome them. Staff fully understand the different ways in which individual children settle upon separating from their parents. They allow children the time they need to decide when they are ready to explore the activities. This enables them to settle well and to engage in purposeful learning experiences. Children develop an awareness of emotions. They actively engage with staff, exploring feelings of happiness and sadness in ways which they can understand.

Children thoroughly enjoy outdoor play. Staff provide effective supervision to enable children to take risks in safe surroundings. Children learn to climb on a wide variety of equipment, and staff are always on hand to offer support and words of guidance. This enables children to think through their actions and to assess risks. Children access a well-planned environment that is rich in learning opportunities and experiences. They take part in activities that staff successfully target to enable each child to gain new skills they require for their next stage of learning. Children enjoy messy play and squeal and laugh as they clap their hands, spraying the shaving foam into the air. They develop their speaking skills, for example when the staff member asks them what it looks like and they comment that it is snowing. Children explore what the foam feels like to touch and smell.

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

- Staff provide a good focus on children developing good personal and emotional skills. For example, from the outset, key persons work with children and their parents to make those initial bonds, which evolve to include all staff. Therefore, children readily approach staff knowing that they will receive support and help.
- Children develop a strong sense of well-being. Staff continually celebrate and reward children for their achievements, and children take great pride in their successes. For example, when children meet their learning targets, staff actively voice words of praise, enhancing children's sense of accomplishment.
- Children become fully engrossed in their chosen play, which staff support successfully overall. For example, children pretend to be on a train ride which evolves into a trip with a staff member issuing tickets. More children join the activity, showing great delight as they receive their tickets. However, at some points throughout the day, the noise level in the setting rises, as both staff and children's voices get louder so they cannot be heard. This means that some children cannot always share their views and they become slightly overwhelmed.
- Staff actively seek additional support for children with special educational needs and/or disabilities and those learning English as an additional language. They plan the curriculum to be ambitious for all children so they can make the progress they are capable of. The special educational needs coordinators are

secure in their roles and actively engage with other professionals. They use their guidance to successfully plan for what each child needs to learn next and support staff on how to best support individual children.

- The manager and her deputy have a clear understanding of how to plan an effective curriculum across all areas of learning. On occasions, staff do not always follow this to full effect. For example, sometimes, staff do not use the strategies they plan to build on children's understanding of respect for others and equipment.
- Staff are highly qualified and understand the importance of expanding children's horizons. For example, they use additional funding children may receive to plan outings to places where they can pick their own pumpkin or see a show at the theatre. This enables children to explore their local community and supports their understanding of diversity and the wider world.
- The manager and staff continually review their practice and make sure that they are fully up to date with new legislation and guidance. Staff receive good levels of training to build on their professionalism and increase their knowledge. This training enables staff to support the individual needs of children.
- Staff work successfully to develop and maintain effective partnerships with parents. Parents state that their children have made good progress, especially with their confidence and speaking skills. Staff revised procedures during the pandemic and have now welcomed parents back into the setting to drop off and collect their children. This has enhanced relationships with parents.

Safeguarding

The arrangements for safeguarding are effective.

The manager fosters an effective culture of safeguarding. Staff, including the designated safeguarding lead, have a thorough knowledge of child protection. They understand how to refer any concerns they may have about a child in their care. Staff are fully aware of the wider aspects of safeguarding and attend regular training to secure this knowledge. Staff undertake effective risk assessments of the pre-school environment, which helps to reduce and minimise any potential hazards. The manager follows safer recruitment procedures to make sure that staff are suitable to work with children. All staff hold valid first-aid qualifications and make clear records of any accidental injuries children may have.

What does the setting need to do to improve?

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

- review and revise the noise levels throughout the day to enable all children's views to be shared and to continue their enjoyment of activities
- continue to enhance staff's awareness of the intent to build on children's understanding of respect for others and equipment.

Setting details

Unique reference number	103867
Local authority	Medway
Inspection number	10214060
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	0 to 4
Total number of places	39
Number of children on roll	60
Name of registered person	White Road Playgroup
Registered person unique reference number	RP518196
Telephone number	01634 401 961
Date of previous inspection	14 May 2018

Information about this early years setting

White Road Preschool registered in 1993. It is open each weekday from 9am to 3.30pm, during term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. It employs 10 members of staff, all of whom hold appropriate childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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