

Inspection of Madginford Pre-School

Madginford Hall, Egremont Road, Bearsted, Maidstone, Kent ME15 8LH

Inspection date: 11 January 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Despite some weaknesses in the leadership and management, children are happy, confident and settled. They are keen to join in with the motivating activities that staff carefully plan for them. For example, children are excited to learn about the Antarctic as they explore ice and talk about what animals may live there. Children enjoy bringing their imagination alive. For instance, they make their own den using materials and act out their favourite story about a character who lives in a woodland cave.

Children behave well and follow instructions. They recap the rules and remind each other of them. For example, children tell each other 'we walk indoors, so we do not fall over and hurt ourselves'. However, staff do not consistently encourage children to use their manners to make the best of social situations. Children learn about the importance of healthy eating. For instance, they talk with staff about the differences of healthy and less healthy foods during lunch and snack times. Staff encourage children to discuss different food groups and the importance of oral health. For instance, children learn that the calcium in milk is good for their bones and their teeth. All children gain good physical skills. For example, they learn about the different ways that they can move their bodies. Children confidently balance and climb on obstacles and equipment, such as wooden planks, tyres and rope swings.

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

- This is a committee-run setting. The manager is also the nominated individual. However, due to COVID-19 related issues, the committee has dispersed and Ofsted was not aware. Part of this role is to inform Ofsted about the issues around the committee, which she failed to do. The manager was not fully aware of her role to inform Ofsted. However, not receiving support from a committee, the manager has made a good effort to ensure she closely monitors staff suitability. This includes holding regular meetings to discuss safeguarding and any personal updates. She ensures staff have updated training, such as first aid. In her role of nominated individual, the manager is currently working to reassemble a committee and is aware to inform Ofsted about who joins. This is so all necessary checks can be carried out to ensure they are suitable.
- All staff establish a secure and trusting relationship with children. Children are happy and enjoy their time at the setting. Staff know children and their individual personalities and needs well. This helps staff to keep children engaged and interested in the good learning opportunities. Children have a good sense of belonging and positive levels of well-being.
- The manager and staff hold discussions at the end of each day to talk about what the children enjoyed and what they feel they could have done better. They

use their findings to support their future activity plans. This helps staff support the children to remain interested in their learning and make progress. Staff attend regular training and are keen to build on their already good skills and knowledge. They have recently learned about different ways to communicate with all children. This helps them support children's developing vocabulary. For example, staff use picture cards effectively alongside spoken words and incorporate sign language.

- Overall, parents speak fondly of the staff. Staff provide parents with information about their children's time at the setting monthly and are happy to speak to them upon request. However, some staff are better than others at providing parents with information about their children's day and the individual progress they make. Parents do not consistently get enough information to be able to support their children at home with their learning.
- Staff support all children, including those with special educational needs and/or disabilities, effectively. Staff liaise closely with outside specialists to share ideas and strategies to help children make good progress. This includes creating a calming den for children who become easily overwhelmed. This helps them to calm down and manage their feelings in an appropriate manner.

Safeguarding

The arrangements for safeguarding are effective.

All staff have good knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and follow up potential safeguarding concerns. Staff complete regular safeguarding training. This helps them to keep their knowledge up to date. Staff complete detailed risk assessments to help keep children safe. This includes practice to minimise the risk of COVID-19, such as implementing thorough hygiene routines. Staff deploy themselves well to ensure that they supervise children effectively at all times. This helps keep children safe, including during routines, such as toileting. There have recently been improvements of security when children are collected.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
the nominated individual must assemble a committee to ensure that there is an effective management structure in place.	31/01/2022

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

- ensure that staff offer more encouragement for children to develop and refine their social skills
- support staff where relevant to share information more routinely and confidently with parents about their child's progress, to help them to extend learning at home.

Setting details

Unique reference number	127361
Local authority	Kent
Inspection number	10128557
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	42
Name of registered person	Madginford Pre-School Committee
Registered person unique reference number	RP522608
Telephone number	01622 739973
Date of previous inspection	28 April 2016

Information about this early years setting

Madginford Pre-School registered in 1991 and is located in Bearsted, Kent. The setting is open Monday to Thursday from 9am until 3pm and on Friday from 9am to 1pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, six of whom hold relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.

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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