

Inspection of Eccles Pre-School

Methodist Church Hall, Bull Lane, Eccles, Aylesford, Kent ME20 7HE

Inspection date: 22 February 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. Those staff with lead responsibility for safeguarding do not have a robust knowledge of safeguarding. In addition, staff do not have a secure understanding of the local safeguarding procedures and do not have access to up-to-date information to help them protect children from harm.

Children are welcomed into the pre-school at the door. Parents are not allowed into the setting since the COVID-19 pandemic began. Overall, most children arrive happily and settle into the activities that have been set up for them. However, some children take more time to settle and staff do not successfully capture children's attention or sustain their concentration, so children quickly wander off. Most children have a positive attitude towards learning. However, staff do not ensure that the organisation of some activities consistently supports all children's engagement and interest to help extend their learning. This means that some children become disengaged and disruptive.

Children enjoy looking at books. Older children confidently recall stories they have been learning about. For example, they move around the environment acting out the familiar story 'We're Going on a Bear Hunt'. Children refer to a story board prompt to help them remember what happens next.

Children have access to a secure outdoor area. They enjoy using the slide and digging in the sandpit. However, staff not use outdoor play activities to maximum effect to support children who prefer to learn outside.

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

- The manager has failed to notify Ofsted of a significant event that may have affected the suitability of an adult working with children, within the required timeframe. This is a breach in requirements. There has also been a delay in updating Ofsted about relevant changes to the governance of the pre-school. However, those with oversight understand their roles and what is required and expected of them. They meet regularly to discuss any concerns or issues that may have arisen. As a result, they feel well-informed about all matters relating to the operation of the pre-school.
- The manager carries out regular supervisions with staff to discuss any concerns and how to support children's learning. However, these are not effective, and concerns raised are not always addressed. For example, suggested changes to the way that staff plan for children's learning have not been implemented. Staff do not receive training opportunities to help them to progress in their role. There are gaps in staff's safeguarding knowledge, which has a significant impact on children's safety.

- Parents are happy with the care that their children receive at the pre-school. They know who their child's key person is. Parents comment that they are kept up to date about their child's progress and how to support their development at home. They report that the staff have been proactive in supporting them to get help from outside agencies where needed.
- Staff do not understand what children need to learn next. Furthermore, staff do not plan clearly for the intended learning of activities to ensure children of different ages benefit fully. Therefore, younger children's needs are not being supported well enough. Older children lose interest quickly and can become frustrated.
- Staff regularly monitor children's development and know the children in their care well. They identify any gaps in their learning and refer to outside agencies where necessary. However, staff do not always deliver the curriculum effectively or consistently. This has an impact on the extent to which children can make progress in their development.
- Children enjoy looking at books and recall stories well. Staff use books to develop children's knowledge and understanding. For example, children can recall the life cycle of a butterfly after listening to the story of 'The Very Hungry Caterpillar'.
- Children are encouraged to be independent. They go to the toilet freely and are reminded to wash their hands before snack time. Children enjoy a healthy snack and are encouraged to use their manners.
- Children are learning about rules and boundaries. Some children require more support to regulate their emotions. Staff use visual aids and props to help children know what is happening next. For example, they use a rain stick to indicate when it is time to go inside.

Safeguarding

The arrangements for safeguarding are not effective.

Those staff with lead responsibility for safeguarding do not have up-to-date knowledge of the local safeguarding procedures. They are not clear about the procedure to follow in the event of an allegation being made against someone working with children. Staff know how to respond to concerns they may have about a child's welfare. However, they are not clear about where to find the information they require in order to make a referral. Information that staff may need to protect children from harm is not current and is not freely accessible. As a result, children's safety is compromised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that those with responsibility for safeguarding children understand how to respond, and the procedure to follow, in the event of an allegation being made against an adult working with children	22/03/2022
ensure that all staff have robust knowledge of local safeguarding procedures and how to refer concerns about a child's welfare.	22/03/2022

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

- improve the arrangements for the supervision of staff to ensure they receive support, coaching and training to promote children's learning effectively
- improve the planning and implementation of the curriculum to ensure that it is ambitious, sequenced and builds on what children know and can do in order to maximise their learning.

Setting details

Unique reference number	127166
Local authority	Kent
Inspection number	10217763
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 5
Total number of places	20
Number of children on roll	23
Name of registered person	Eccles Pre School Playgroup Committee
Registered person unique reference number	RP522430
Telephone number	07986259293
Date of previous inspection	13 December 2017

Information about this early years setting

Eccles Pre-School registered in 1975. It is located in the village of Eccles, in Maidstone, Kent. The pre-school is open on Monday, Tuesday and Thursday from 9am until 3.30pm and on Wednesday and Friday from 9am until midday, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven members of staff, four of whom hold relevant early years qualifications at level 3 or above.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector completed a learning walk together to discuss the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the deputy manager.

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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