

Inspection of ABC Pre-School Group

ABC Playgroup, 13-14 Mercury Close, Rochester, Kent ME1 3AT

Inspection date:

24 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

All children are happy and confident when entering the pre-school. They are welcomed in by staff to a safe and secure environment. Children generally behave well. Some children understand and can talk about the impact that unwanted behaviour can have on their peers. For instance, children talk about sharing the resources on offer and understand that they need to take turns with the clipboards. However, children are not always receiving clear and consistent messages from staff about why some behaviours are not appropriate. Children do not consistently learn about the setting rules and boundaries, and the importance of following them.

Children enjoy listening to stories and exploring books which are readily available across the whole pre-school. Staff use real-life objects relating to stories and puppets when reading, to engage and motivate children well. Children enjoy the range of creative opportunities on offer. They freely explore play dough, sand, and painting. Children are taught how to hold scissors correctly to cut resources to add to their creations. They show independence about what they make and create. However, at times, some teaching is variable. Some children experience periods of time where they are not supported by staff to engage and join in conversations. This impacts on the range of vocabulary that children are hearing to promote their language development. Some children do not make the progress in the communication and language skills, that they are capable of.

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

- Staff monitor children's development and there are clear intentions for learning. However, some staff do not tailor their teaching to help children fully achieve the intended learning. For example, at times some staff take on a supervisory role rather than talking and interacting with children to develop their ideas further. This has an impact on children's emerging communication skills. Particularly for those children who need extra support with their speaking and listening skills.
- Staff establish positive relationships with parents and carers. Parents comment how happy and supported they feel. For example, parents talk about how the pre-school staff kept in contact with them during the COVID-19 pandemic and periods of closure. Staff provided home learning packs and checked on children's well-being. This helped parents to be supported and continue children's learning at home.
- Leader's do not ensure that supervision, coaching and mentoring of staff is effective in improving the quality of education that children receive. For example, managers do not provide consistent support for staff to help them effectively engage and extend children's learning. As a result children are not

always provided with quality teaching and learning opportunities, to help build on what they already know and can do.

- The pre-school staff have well established systems in place to support children's understanding of healthy eating. At snack times, children are provided with a wide range of fruits and vegetables to try. Children enjoy discovering what fruit they have at snack, and talk about the 'juicy strawberries'. Children are provided with a piece of fruit to take home at the end of the session. This helps children to learn about making healthy choices and supports parents in continuing children's learning at home, through good messages around healthy foods they eat.
- Children look after their environment well. For instance, children notice when their sand on the floor is becoming a hazard. They use dust pans and brooms to tidy away independently. Staff model sweeping alongside children to support their understanding of taking ownership of their environment, and what can happen if resources are not tidied up. This helps children to learn about keeping themselves and their friends safe.
- Leaders ensure that they use additional funding well to support the needs of the children. For example, they purchased tricycles and bicycles for children to use with their parents at the weekend, to help support and further children's physical development.
- Children get the opportunity to explore their local community and take advantage of the local parks. Children are all provided with high-visibility jackets and are reminded of the rules. For example, that they hold hands and listen to adults while out of the setting.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed relevant safeguarding training, and keep their knowledge up to date, through refresher courses. This helps to ensure that children are kept safe. Staff know how to report concerns and the procedure for following up with safeguarding matters. Staff keep the environment safe and complete risk assessments, including how to minimise risks during the COVID-19 pandemic. There are effective systems in place around children's dietary requirements, to support their individual needs. Staff are trained in paediatric first aid and know how to deal with accidents in the setting.

What does the setting need to do to improve?

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

	Due date
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improve staff supervision to provide targeted training, coaching and support to improve the quality of teaching and staff understanding of how to meet children's individual needs	30/04/2022
improve the quality of staff interactions with children to help them challenge and extend children's learning more effectively as they play, and to better support their communication and language development	30/04/2022
develop the behaviour management techniques used by staff, to ensure they are applied consistently, to better support children's understanding of positive behaviour	30/04/2022
review and improve the organisation of the morning routine, to ensure that children are supported in settling down to activities when they first arrive.	30/04/2022

Setting details

Unique reference number	103780
Local authority	Medway
Inspection number	10226673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	34
Name of registered person	Action for Borstal Community Project
Registered person unique reference number	RP526394
Telephone number	01634 817454
Date of previous inspection	8 November 2016

Information about this early years setting

ABC Pre-School Group registered in 1995. It operates from two converted ground floor flats in Rochester, Kent. The pre-school is open on Monday and Friday from 9.15am to 12.15pm, and on Tuesday, Wednesday and Thursday from 9.15am to 3.15pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight staff; four of whom hold an early years qualification at level 3, one holds a level 2 and one staff member holds a level 1. Two members of staff hold a relevant level 5 qualification.

Information about this inspection

Inspector
Kelly Southern

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 manager and the inspector completed a learning walk and discussed how the curriculum and setting are organised.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of teaching.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures and other records regarding health and safety.

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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