

Inspection of Hoo Saints

Village Hall, Pottery Road, Hoo, Rochester Kent ME3 9BS

Inspection date: 1 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The manager at the setting does not effectively track and monitor staff's practice. Staff do not have a secure knowledge of how to provide an engaging environment that meets the needs of all children. The daily routines and activities staff plan are not sufficiently focused to help support younger children to develop their knowledge and skills. Therefore, staff are not able to offer high-quality learning experiences for all children.

Children feel safe and are happy to come into the setting to meet with staff and friends. The older children are keen to join in with activities. They particularly enjoy setting out the doll's house. However, the positioning of resources does not always allow children enough space to spread out and interact and focus on their game. As a result, they do not engage in meaningful play before moving on to their next activity.

The children talk to staff about how many pancakes they ate for breakfast as they roll out the yellow dough to make pancakes. Staff support children to socialise and learn how to treat others with respect. For instance, children listen to staff and share out their dough so that everyone can join in. Staff make use of the activity to talk to the children about how to stay safe when cooking, such as making sure they do not touch the play cooking hob as it is 'hot'. However, opportunities to extend children's knowledge across all areas of learning are not fully utilised.

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

- The manager is dedicated to continuing to work on improving the service they provide to children and their families. She has faced additional challenges due to the COVID-19 pandemic and is working hard to recruit appropriate staff to fill the current vacancy.
- The staff know the children well and endeavour to make use of children's interests to plan the day's activities. However, not all staff have a secure understanding of how to ensure they offer children an engaging environment with a range of experiences that meet their needs. Consequently, younger children wander around the room, while older children lack a clear focus and are not sufficiently challenged in their play to enable them to reach their full potential.
- The manager does not provide supervision for staff which focuses on addressing the inconsistencies in their teaching and practice. Therefore, they are not effectively supported to offer high-quality learning experiences for all children. For example, staff support children's communication and language. They encourage children to talk about their families as they play with the doll's house. However, some staff do not consistently provide the appropriate level of

challenge to ensure all children make the progress of which they are capable.

- The manager is passionate about supporting all families within the setting. For example, she provides additional staff to support more vulnerable children and families with one-to-one care. The special educational needs coordinator works closely with parents and staff to put in place plans to help support any children with special educational needs and/or disabilities.
- Due to the COVID-19 pandemic, parents are not able to go into the setting at present. Parents speak highly of the staff team and comment that they value the care and support their children receive. Staff regularly inform parents about daily routines at drop-off and collection times. However, staff do not always share sufficient information with parents about children's progress to engage them in their children's learning and development.
- Children have opportunities to practise riding on push-along tricycles and scooters in the enclosed indoor area. Older children are eager to fill the cars and bicycles up with fuel, before riding around. Children do have opportunities to go outside to exercise. However, staff do not ensure these happen regularly throughout the day. As a result, children's energy levels are high and older children become excitable, which can be quite disruptive and increase noise levels in the hall.
- Staff understand the importance of encouraging children to drink water or milk at snack times. However, they do not provide parents with information on how to provide healthy drinks and foods at lunchtimes. Consequently, staff do not consistently promote children's understanding of how to make healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of child protection and how to safeguard children. Staff have a suitable knowledge of the signs that may indicate that a child is at risk of abuse or neglect, including wider safeguarding concerns, such as being alert to extreme views and beliefs. The manager and staff have a clear understanding of the procedures to follow if they are concerned about a child's welfare. The manager has strong recruitment procedures in place to ensure all adults working with children are suitable. She ensures staff receive suitable information as part of their induction procedure.

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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support staff to improve and develop their teaching skills to enhance the organisation of the learning environment and provide meaningful interactions during children's play to increase children's knowledge and skills	29/04/2022
provide effective supervision and training to ensure staff keep their practice current and that they understand their roles and responsibilities.	29/04/2022

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

- strengthen information-sharing with parents to further develop partnership working, so that parents are kept informed and involved in their child's progress and learning
- provide children with consistent messages about making healthy choices, including a healthy diet and exercise, as they develop the skills needed for their future.

Setting details

Unique reference number	EY551057
Local authority	Medway
Inspection number	10133865
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	44
Name of registered person	Lowther, Zoe Ellen
Registered person unique reference number	RP551056
Telephone number	07725264333
Date of previous inspection	Not applicable

Information about this early years setting

Hoo Saints registered in 2017. It operates in Hoo, near Rochester, Kent. The setting is open from 9am to 3pm, during term time only. The provider is registered to provide funded early education for two-, three- and four-year-old children. They employ six members of staff. Of these, three hold a relevant early years qualification at level 3 and one at level 2.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager completed a learning walk with the inspector and discussed how the curriculum is implemented and how this benefits children's development.
- The manager explained how they monitor children's progress and plan for their next steps.
- The inspector read messages and spoke to parents to gain their views on the service they receive from the manager and staff.
- The manager and the inspector completed a joint observation. The manager later discussed with the inspector the strengths and areas for development she identified during the observation.

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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