

Inspection of Eccles Pre-School

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

Inspection date: 14 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

There have been significant improvements since the last inspection. Children enjoy a broad range of suitably challenging activities and experiences. They spend their day happily chatting and laughing. Children form wonderful friendships and behave very well. They play cooperatively, frequently helping others. For example, older children show those who are younger how to use tools to have more fun in the sand.

Children listen well to staff and are confident when sharing their views and ideas. Staff take the time to ensure that children understand what is planned for them. This helps children to develop a strong sense of security. Children are enthusiastic learners and eagerly join in with activities. Their excitement is palpable as they wait for a visit from a wildlife expert and a selection of rodents and reptiles. Children form a very receptive, respectful audience. They listen well to the instructions from staff and the animal handler. Children eagerly respond to questions. They make intelligent suggestions using the wealth of knowledge they have gained from well-planned activities prior to the visit.

As part of the focus on children's well-being after the COVID-19 pandemic, staff have created a board for children to indicate their emotions. Children make good use of this resource, helping them to understand and manage their feelings.

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

- The new manager and highly motivated staff team work very well together. They have responded very positively to the actions set at their last inspection. They have made good use of support and training to develop a strong, ambitious curriculum. Improvements to the presentation of resources and organisation of activities have been very successful.
- The manager provides a good level of support to staff. She has implemented a new schedule of regular staff supervision meetings. The manager completes observations to identify the strengths within the setting, and the areas for improvement. She uses these to implement specific strategies, such as encouraging staff to get down to children's level during their interactions. This increased support has improved staff morale and is impacting very positively on the care and education that children receive.
- Staff promote the language development of most children very well. The new manager has worked with staff to use consistent methods to promote children's speech. For example, all staff make better use of questions that encourage children to think through and formulate their responses. There is also an agreed strategy in place to encourage children to remove dummies from their mouths when they are speaking. This only applies to a very small number of children but

is not consistently being implemented. As a result, some of the youngest children speak less frequently and confidently than others.

- There is a strong focus on promoting children's health. Children take part in a range of activities and discussions to learn about oral health. They speak confidently about the importance of regular tooth brushing. Staff also teach children about good nutrition and reinforce this well during snack time. Children enjoy serving themselves healthy snacks and respond well to the challenge of trying new fruits. However, the message is not reinforced at lunch time. Children frequently choose to eat the least healthy items from their lunch boxes first. This does not support them well to understand the importance of independently making healthy choices.
- One member of staff takes lead responsibility for overseeing the care and education of children with special educational needs and/or disabilities. She has a very clear understanding of the responsibilities of her role. There are well-coordinated arrangements to work with parents and other professionals. This helps to ensure that children receive the support they need to reach their potential.
- Partnerships with parents are effective. Parents comments on the recent improvements in communication and feel very positive about the changes that have been implemented. Children benefit from seeing the positive interactions between the staff and their parents. This helps them to feel settled and confident. For example, several children who were not due in for the afternoon attended with a parent to see the visiting animals. The friendly interactions made the experience enjoyable for all those involved.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have developed a secure knowledge of safeguarding issues. They are aware of the signs that may indicate a child is at risk of harm or abuse. This includes the risks associated with exposure to extreme views and beliefs. There are clear procedures for reporting concerns about a child and to respond should an allegation be received about a member of staff. These are understood by all staff.

What does the setting need to do to improve?

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

- monitor to ensure that specific strategies in place to support individual children's learning and development are consistently implemented
- promote further the messages around healthy eating to encourage children who stay for lunch to independently make healthy food choices.

Setting details

Unique reference number	127166
Local authority	Kent
Inspection number	10231315
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	21
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	22 February 2022

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, all of whom hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Liz Caluori

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 showed the inspector all areas of the setting and outlined the aims behind the educational plans.
- The inspector observed the interaction of staff and children during a range of activities, indoors and out
- The views of parents and children spoken to during the inspection were taken into account.
- The inspector viewed a range of relevant documents.

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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