

# Inspection of Leybourne Pre-School

Village Hall, Little Market Row, Leybourne, WEST MALLING, Kent ME19 5QL

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Inspection date:

23 September 2022

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## **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

There is not enough consistency from staff to support children's behaviour. The setting's behaviour policy is unclear to staff and the way they support children's behaviour varies widely. Despite this, children play well together and build positive friendships. Staff want the best for children. However, the lack of consistent support for their practice, gaps in their safeguarding knowledge and an inconsistent curriculum impacts on children's experiences.

Children settle quickly after they arrive at pre-school and build suitable relationships with staff. The deployment of staff is effective and they are close by to play with children. For example, children enjoy building with different construction toys. They build farms and actively get animals and tractors to extend their play. Children chat to staff about their play and share their plans. However, children lack the opportunity to access a curriculum that focuses on support for their overall development. Children enjoy their time at the pre-school, as staff create an interesting environment with a range of toys that occupy them. However, activities that staff plan lack a clear purpose and intent about what it is that children can learn from them. Staff identify next steps in children's learning to help move their development on. However, these are not accurate or individual enough to support children's overall progress.

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

- Staff do not receive enough suitable support to help identify and address weaknesses in their practice. For example, there are gaps in staff's understanding of safeguarding procedures. At times, the team do not work well enough together to ensure that the setting runs smoothly. Concerns that arise between team members are not addressed promptly. This impacts on the experiences of children and the development of the setting.
- Parents have recently started to become reengaged in the day-to-day life of the setting, following the COVID-19 pandemic. The manager welcomes parents to join in events, such as group visits to the local park. She feels that this is going well.
- Staff plan next steps in learning for children. However, there are often too many to focus on to support children's development. This does not support staff to identify and address any gaps in children's learning or development. However, children with special educational needs and/or disabilities receive some suitable support to meet their needs. Additional funding is used appropriately.
- Staff approach children's behaviour in different ways and there is not a clear vision shared by all staff. For example, sometimes staff ask children to walk and praise them as children continue to run. This does not support children's understanding of their own safety. Staff and children are not clear on what is

expected from them.

- The curriculum does not consistently support children well enough to develop in all areas of learning. Staff do not have a clear enough intention for what they want children to learn from the activities they plan. There is often a higher level of adult input, particularly during craft activities, which limits children's opportunities to learn. As a result, not all children make enough progress to help them be ready for their next stage of learning at school.
- Staff build suitable links with other local settings. For example, they help children to become familiar with the local primary school. They seek information about other settings that children attend and share observations of children's play.
- There are suitable care routines in place. For example, children understand to let staff know if they want to access the toilet, and staff are close by to offer support where needed. However, at times staff complete tasks for children that they can do themselves, such as putting on their own coats and wellies. This limits children's opportunity to be independent and further develop their physical skills.
- Children show that they feel secure in the company of adults. For example, they happily chat about their families and upcoming birthdays during snack. Staff help to extend conversations by asking questions to support their communication and language skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure knowledge of the local authority procedures about how to share concerns about a child's welfare. However, staff have a clear understanding of the signs that may show a child may be at risk of harm. The manager, who is the designated safeguarding lead, is clear about the action to take. However, the policy is not up to date and the information staff have to follow is unclear and confusing. This compromises children's safety. However, the manager is aware and is in the final stages of amending the policy. She is aware of her responsibility to share this with the team. Staff do have confident knowledge on a range of areas that could impact on a child's safety.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure that all staff have a secure, up-to-date knowledge of safeguarding issues, including the action to take in the event of a concern about a child	30/09/2022
ensure that staff receive appropriate support, through supervision, to identify weaknesses in practice and suitable ongoing support to develop their skills	12/10/2022
implement a behaviour policy that staff understand to support children to know what is expected of them	12/10/2022
ensure that children's individual learning is planned precisely to support their overall development	12/10/2022
implement a clear curriculum, so children's learning is purposeful to ensure that they make good progress in all areas of learning.	12/10/2022

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

- develop staff practice to support children to have opportunities to be independent throughout the day.

## Setting details

<b>Unique reference number</b>	EY402175
<b>Local authority</b>	Kent
<b>Inspection number</b>	10257480
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Saunders, Michele Donna
<b>Registered person unique reference number</b>	RP513710
<b>Telephone number</b>	07702835171
<b>Date of previous inspection</b>	20 June 2017

## Information about this early years setting

Leybourne Pre-School registered in 2009 and is in Leybourne, Kent. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 9am until 3pm and on Thursday from 9am to midday, during term time only. The pre-school employs nine members of staff, five of whom hold a relevant early years qualification at level 3. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Taylor-Smith

## 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 together to discuss the intentions for children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector gained parent feedback through discussions with the manager.
- The inspector sampled documentation, such as the safeguarding policy and evidence of staff suitability checks.

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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