

# Inspection of Nellies Pre-School

Shepway Youth And Community Centre, Cumberland Avenue, Maidstone ME15 7JN

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Inspection date:

18 November 2022

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## **Overall effectiveness**

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## **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

Most children make adequate progress in their learning. Children make their own choices in play and have the opportunity to access some adult-led activities. There are plenty of interesting resources based on the areas of learning. However, there are inconsistencies in the quality of teaching, and some interactions are not targeted well enough to offer children the challenge they need.

Staff provide a supportive and welcoming environment. On arrival, children are welcomed in and are happy to separate from their main carer. Those who may need a bit more encouragement to settle are quickly supported by staff. Children show that they feel safe and secure.

Children are praised for their achievements. For example, children who volunteer to find the numbers for the date on the calendar, smile as they are given a 'high five'. During interactions in play, children are encouraged to use good manners and be kind to their friends. However, staff are not consistent with the boundaries they put in place, which leads to children becoming confused about what is expected of them.

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

- Staff do not have a good enough understanding of what they want children to learn. They know children's interests and next steps for development. However, they do not yet provide an ambitious curriculum that supports all children to acquire new skills and knowledge. For example, staff do not plan and prepare activities that capture children's curiosity or spark their creativity successfully. Some activities are pitched too low or too high for the age groups that attend. As a result, children become unmotivated and do not make as much progress as they could.
- Children have good opportunities to learn and develop their independence skills. For example, even the youngest children are encouraged to share the fruit at snack time, as they count out two pieces of apple onto the plate. However, due to variable teaching and inconsistency in the level of interactions, children do not receive a good level of support to ensure the best possible progress in their learning.
- Staff are aware of the importance of communication and language. For example, they discuss what strategies they will provide for children who speak English as an additional language. Children with additional needs use strategies implemented by specialist external support, such as from a speech and language therapist. This means that children are exposed to a range of methods to help them communicate effectively.
- Children have good opportunities to share what makes them unique. For

example, they discuss the similarities and differences between one another. Children visit the local environment and explore how different children around the world might celebrate on Christmas day. This helps them develop their understanding of the world and experiences different to their own.

- Staff encourage children to eat a healthy snack and understand what constitutes a nutritious packed lunch. However, staff do not share this with children and parents. They do not take opportunities to talk about what they are eating and the importance of what contributes to good health.
- Parents praise the setting for their fast identification of special educational needs and/or disabilities. They are grateful for the early intervention and support and feel that the setting works well with other agencies to meet their children's needs. Parents comment that children enter happily, and staff welcome them with warmth and smiles.
- The manager supports staff well and holds regular supervision meetings to ensure they can manage their workload effectively. Staff receive mandatory training, and some new learning is cascaded to others within team meetings. However, there are not yet effective monitoring systems in place to ensure that staff implement new ideas and resources, to ensure that the quality of education remains at least good.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an appropriate understanding of how to protect children. All staff complete relevant training and leaders discuss safeguarding with them at regular meetings. Staff show confidence when discussing possible risks that affect their local community. They understand the signs and symptoms that may arise and know how to action their concerns. Furthermore, staff help children to understand the importance of being safe as they play. For example, children are reminded to walk inside to ensure that they don't hurt themselves or others.

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

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

	Due date
raise the quality of interactions and teaching to ensure staff consistently guide all children's learning to make the best possible progress	22/03/2023

improve monitoring systems to ensure that the curriculum is securely implemented in practice and that staff provide activities that are engaging and pitched at the right level of challenge for all children.	22/11/2022
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**To further improve the quality of the early years provision, the provider should:**

- support staff to ensure they manage children's behaviour consistently
- engage with parents and children to promote the importance of healthy eating and drinking.

## Setting details

<b>Unique reference number</b>	EY496537
<b>Local authority</b>	Kent
<b>Inspection number</b>	10258095
<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>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Nellies Pre School LTD
<b>Registered person unique reference number</b>	RP534621
<b>Telephone number</b>	07597488369
<b>Date of previous inspection</b>	1 December 2017

## Information about this early years setting

Nellies Pre-School registered in 2015. It is located in Maidstone, Kent. The pre-school is open Monday to Friday, from 9am to 2:15pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It employs four members of staff, three of whom hold a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kate Williams

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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