

# Inspection of ABC Pre-School Group

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

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Inspection date: 11 January 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

All children are happy, settled and confident. Children enjoy the motivating experiences that staff plan for them. For example, children have a keen interest in a story about a gingerbread man. Older children become excited to act out the story and bring their favourite scenes alive. For instance, they create 'wanted' posters for the gingerbread man. Younger children enjoy making play dough that smells like ginger. All children gain good physical skills and enjoy using challenging equipment. This includes negotiating different gradients of slopes and using chain ladders to climb safely and with confidence.

Staff are positive role models and children know what is expected of them. Children are polite, behave well and respect each other. Children play happily together and share and take turns patiently. They learn about the benefits of healthy lifestyles and talk about the healthy items in their lunch boxes. Children are encouraged to think about the benefits of exercise as they enjoy running in the garden. Children gain a good understanding of the similarities and differences of people outside of their own communities and experiences. For example, they talk about the tradition of other countries, such as Chinese New Year.

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

- The managers and staff have made significant changes since their last inspection. They have developed the ways they build on children's interests and support them to learn. This includes ensuring that their learning environments are inviting and motivate children to learn.
- Children have a positive attitude towards their learning and make good progress. This includes those who speak English as an additional language; for example, staff learn simple words, such as 'hello' in Romanian.
- All staff establish trusting relationships with children. They get to know children well, including their likes, dislikes and their unique personalities. This helps them to settle all children, even the newest, quickly into the setting. Children are eager to come into the setting and engage immediately in the available activities. All children have a good sense of belonging and feel safe and secure in the company of staff.
- Overall, children are engaged in their learning experiences. However, at times, staff do not prioritise the tasks they are completing, such as seeking information on the work tablet at less convenient times, and therefore do not consistently deploy themselves effectively. Therefore, on occasion staff are not aware of where their interactions and support would be most beneficial to both other staff and children.
- Staff support children who have special educational needs and/or disabilities (SEND) well overall. For instance, staff are keen to attend training specifically to

learn about children's individual needs. However, staff do not consistently use effective techniques to support all children during changes in routine. As a result, children do not fully understand what is expected of them during these times and can become unsettled, particularly those who have SEND.

- Parents speak fondly of the staff and care their children receive. All staff establish positive partnerships with parents and keep them well involved and informed in their children's learning. Staff routinely share photographs of what activities children have enjoyed.
- The managers and staff evaluate practice together effectively. They hold daily meetings to discuss what they are doing, reflect on children's engagement in activities and plan what they are going to do next.
- Staff attend regular and beneficial training. They have made good use of recent training to learn about the different ways they can support children to learn. As a result, children are excited to learn new skills and enjoy different learning experiences.
- The managers monitor the good quality of education and care that staff provide. They routinely observe staff interacting with them and share helpful feedback. Staff supervision, support and coaching is detailed and effective. Staff feel listened to and supported, and therefore their morale is high and staff work well as a team.
- All staff support children to develop good communication skills and help them to widen their vocabulary and learn new words. For example, children are confident to talk about the blurb of their favourite story book.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. This includes having a good awareness of the signs and symptoms of abuse to be vigilant for. They know who they would contact to seek advice and how to raise and follow up potential concerns in different circumstances. This includes knowing how to manage any allegations against staff. Staff complete detailed risk assessments to help keep children safe and minimise risk. They have completed useful training to support their understanding of how to manage any challenging behaviour effectively and safely.

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

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

- support staff to more confidently identify how and when to step in to support children and colleagues
- review and improve the management of changes in routine to ensure all

children, particularly those with SEND, know what is expected of them.

## Setting details

<b>Unique reference number</b>	103780
<b>Local authority</b>	Medway
<b>Inspection number</b>	10232218
<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 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Action for Borstal Community Project
<b>Registered person unique reference number</b>	RP526394
<b>Telephone number</b>	01634 817454
<b>Date of previous inspection</b>	24 February 2022

## Information about this early years setting

ABC Pre-School Group registered in 2016 and is located in Rochester, Kent. The setting is open Monday to Friday, from 9.15am until 2.15pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, all of whom hold relevant early years qualification at level 2 and above. This includes three members of staff who have a relevant early years qualification at level 3, one member of staff who has a relevant early years qualification at level 7 and one member of staff who holds a qualified teachers status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation during children's own choice of play, focusing on the interaction between staff and children and children's engagement.

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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