

# Inspection of Madginford Pre-School

Madginford Hall, Egremont Road, Bearsted, Maidstone, Kent ME15 8LH

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Inspection date: 11 May 2023

<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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The new, enthusiastic manager has engaged well with the local authority, which has provided guidance and support to help make improvements since the last inspection. She is passionate about the pre-school and the care provided for all children. The curriculum has clear aims for children's learning, and staff plan inspiring activities to encourage children to make good progress. The staff team is dedicated to giving children a wide range of new learning experiences to build on their interests. For example, staff plan outings to the local library and promote shared reading at home to help increase children's interest in books and develop their early literacy skills.

Children settle extremely well on arrival. Staff spend time during the settling-in period to gather detailed information about children's backgrounds, previous experiences, individual routines and interests. Staff carefully use this information to support children's personal and emotional needs. Children establish strong bonds with their key person and familiar staff, who are caring and responsive to children's individual needs. Children play well together and are kind and respectful. They share ideas and help one another to complete tasks successfully. For example, children discuss the best way to connect blocks to make a particular model.

Children behave well and are enthusiastic learners. They eagerly join in with planned activities and are keen to talk about previous experiences. This helps children to build on what they already know. For example, children enjoy creating pictures of a butterfly and talk about their understanding of the life cycle of a butterfly.

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

- Staff have high expectations for all children and know their key children extremely well. The support for children with special educational needs and/or disabilities is a strength of the pre-school. Staff swiftly identify children who need additional support. They work closely with families and other professionals to create and implement individual learning plans. This helps children move forward in their learning and make good progress, and they benefit from continuity in their care and development.
- Staff are good role models for children and use positive behaviour management strategies. Children are kind and considerate to one another and develop good manners. Staff praise children for their achievements. This helps to promote children's self-esteem and confidence.
- Children's communication and language skills are supported well. Staff model language, repeat words and introduce new vocabulary. Furthermore, they use different strategies to ensure that all children have the opportunity to develop

their communication skills effectively. For example, staff skilfully use picture cards, a communication board and signing to encourage children's communication according to their needs and abilities.

- The new manager places a strong emphasis on promoting staff well-being and ensures that their workload is manageable. She completes regular supervision meetings with staff, where key children are discussed and training needs identified. However, this is a new approach and opportunities for staff to increase their professional skills have not yet been fully considered to encourage continual improvement.
- Staff create an environment where children can explore a variety of interesting activities. They know where children are in their development and plan opportunities to help children to build on what they already know and can do. However, during some adult-directed activities, staff do not always provide children with opportunities to extend their learning further.
- Parent partnerships are effective. Parents comment that staff are kind, caring and supportive. They benefit from regular updates on their children's learning. This keeps parents informed on their children's development and how to continue to support their learning at home.
- Children's independence is supported well. They are encouraged to tidy away activities, put on their own coats and are given roles and responsibilities to care for the environment. They confidently ask for help and staff skilfully encourage children to have a go, suggesting 'let us try together' to further promote their self-care skills. Furthermore, children understand the importance of health and hygiene and develop good levels of independence, such as through handwashing before mealtimes.
- Children who speak English as an additional language are supported well in the pre-school. Staff use visual aids and key words to support children in their understanding and communication. Children learn about countries and cultures from around the world through activities and celebrations. This helps children to learn about similarities and differences between their own and other cultural backgrounds.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of their responsibility to keep children safe. Robust risk assessments are in place to help identify and minimise possible hazards. The manager completes robust checks to ensure that staff are suitable. Staff, and those with a responsibility for safeguarding, have a clear understanding of the procedures to follow to keep children safe. They are able to identify signs and symptoms that may indicate a child is at risk of harm and the action they must take to report concerns regarding a child's welfare. This includes if an allegation is made against a member of staff.

## 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 recognise how they can expand on developing children's learning further during adult-directed activities
- target professional training for staff to enhance their practice to even higher levels.

## Setting details

<b>Unique reference number</b>	127361
<b>Local authority</b>	Kent
<b>Inspection number</b>	10269626
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	28
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Madginford Pre-School Committee
<b>Registered person unique reference number</b>	RP522608
<b>Telephone number</b>	01622 739973
<b>Date of previous inspection</b>	1 December 2022

## Information about this early years setting

Madginford Pre-School registered in 1991 and is located in Bearsted, Kent. The setting is open Monday to Thursday, from 9am to 3pm, and on Friday, from 9am to 1pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, of whom, six hold a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Nicky Chambers

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The manager and inspector carried out a joint observation.
- Parents shared their views and the inspector took account of these.

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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