

# Inspection of Nellies Pre-School

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

---

Inspection date: 6 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

All children are settled, confident and happy during their time at the welcoming pre-school. Staff encourage children to be independent. For example, children are confident to choose their own play and complete their own tasks, such as serving snacks and pouring drinks. Staff have made significant improvements since their last inspection. They now demonstrate a good knowledge of the curriculum and how they embed challenging activities effectively to support all children to make good progress. They understand where each child is in their development and plan motivating activities accordingly. Children are eager to learn. For example, staff teach them about the natural world. Children are keen to learn about volcanoes and build their own using construction equipment.

Children enjoy bringing their imaginations to life. They become pirates and create their own maps to 'hunt for hidden treasure'. All staff are positive role models. Children are polite and behave well. They are kind to each other. For instance, children are understanding of other children's different abilities and needs. Staff teach children about the importance of healthy lifestyles. For instance, they discuss healthy foods during mealtimes. Children gain good physical skills. For example, they confidently and safely climb and balance on a wide range of equipment, such as climbing structures and tyres.

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

- Staff establish positive relationships with children who feel safe in a secure and trusting environment. Children are confident and enjoy the company of staff and each other. For example, they are keen to initiate their own games with confidence. Children demonstrate this when they invite each other and staff to join them in making sure they don't 'fall in the lava' when engaging in volcano role play.
- All staff support all children to make good progress. This includes children with special educational needs and/or disabilities. For example, staff liaise closely with outside agencies, such as speech and language and occupational therapists. They implement helpful strategies that support children, including using visual timelines. Staff have implemented a 'dark den' and encourage children to access it if they feel overwhelmed. This helps children feel safe and calm and settle quickly into pre-school.
- Overall, the manager and staff establish positive partnerships with parents, who speak highly of them. Staff keep them informed about the activities their children have been enjoying during their time at pre-school. However, there is less information shared with parents regarding their children's learning and individual next steps. Therefore, staff do not share enough information with parents to support children's learning at home even further.

- All children demonstrate a positive attitude towards their learning and, overall, they are engaged in their learning experiences. However, staff do not always organise large-group activities effectively to ensure that they successfully maintain the attention of all children throughout, particularly the youngest.
- The manager closely monitors the good quality of education and care that staff provide. She regularly observes them teach children and provides them with constructive and helpful feedback. Staff evaluate their practice together and discuss daily what went well and what they would like to enhance further. They undertake weekly planning meetings to ensure that their planning and curriculum is implemented effectively. Staff use their findings to support their future activity plans.
- All staff attend regular and beneficial training. They have recently learned about the different ways to manage children's behaviour consistently and effectively. This has helped staff to understand how to support children to express their feelings appropriately. As a result, children self-regulate their emotions maturely and behave well.
- The manager and staff support children to gain a good understanding of other cultures and countries from around the world. For example, children learn about the festival and traditions of Hanukkah.
- All staff support children to develop confident communication skills. Children have access to a language-enriched environment. Staff build on their range of vocabulary. For instance, they teach children the meaning of new words, such as eruption, when discussing volcanos.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. They are confident of the signs and symptoms of abuse, and know who to contact to seek advice and how to manage any safeguarding issues. Staff ensure that all children are safe and secure and only leave the premises with an authorised adult. Staff teach children how to keep themselves and each other safe. For example, children are confident to discuss the rules about crossing the road safely.

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

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

- strengthen the communication with parents about how they can further support their children's learning at home
- support staff to be more aware of the organisation of their larger group times to ensure that all children, particularly the youngest, remain fully engaged in their learning experiences.

## Setting details

<b>Unique reference number</b>	EY496537
<b>Local authority</b>	Kent
<b>Inspection number</b>	10267124
<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 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	15
<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>	18 November 2022

## Information about this early years setting

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

## Information about this inspection

**Inspector**  
Kelly May

## Inspection activities

- The inspector discussed the continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023