

Inspection of Challock Pre-School

Challock Memorial Hall, Blind Lane, Challock, Ashford, Kent TN25 4AU

Inspection date: 19 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they feel happy, confident and secure in the pre-school. Staff gather information from the start to help them get to know children well. This helps them to develop close bonds, and children settle in quickly. Staff are kind, caring and nurturing towards the children. They offer plenty of praise and children's behaviour is generally positive. Children are enthusiastic to join in with most activities and explore their surroundings. Staff generally support and encourage children to persevere in their exploration and children show great resilience. For example, when their tyre tower falls down, they say, 'Never mind, let's try again.' Children acquire the knowledge and skills they need to prepare them for their next stages of education.

Staff provide children with experiences that broaden their sense of belonging in their local community. For example, staff take the children to the local barn shop, play parks and to see the ponies nearby. Children learn about the world around them and value their wider community.

Staff provide effective support for children with special educational needs and/or disabilities. Children who have identified needs benefit from the precise strategies put in place. The special educational needs coordinator works closely with staff, parents and other professionals to implement children's individual plans. All children make good progress in their learning and development.

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

- The managers and staff are passionate about delivering high-quality care and education to the children. They have a clear understanding of the curriculum intentions, such as promoting independence and encouraging the children to lead their own play and exploration.
- Staff use children's interests to provide them with opportunities to play and learn. They monitor children's progress and identify any gaps in learning. Generally, staff implement children's next steps in learning into their chosen play. However, on some occasions, staff interactions are not as meaningful or focused enough to support children's learning. As a result, children do not remain consistently engaged and do not benefit from these interactions.
- Staff give high priority to helping children make good progress in their communication and language development. They clearly emphasise keywords during their interactions and use some signing to help children with their understanding and thinking skills. Staff ask questions to encourage children to think deeply and share their knowledge. Older children talk about ways to balance the tyres more effectively to make a taller tower without it falling down.
- Children show good levels of imagination. They creatively use resources to make

a 'drive-through'. Children laugh and giggle as they work together and decide what flavour of ice cream to include in their 'ice-cream shop'. Children excitedly explore the environment as they make mud cakes or pretend to take the baby dolls for a walk.

- Children develop good levels of independence and staff are starting to promote healthy lifestyles. For instance, children can pour themselves a drink of water when required and enjoy self-serving a nutritious snack. Children have plenty of opportunities for fresh air and exercise. However, staff do not consistently develop children's understanding of how germs can cause harm, to promote fully effective hygiene practices.
- Children develop an understanding of mathematical concepts. Staff have a good knowledge of how to bring the teaching of mathematics into everyday routines. For example, staff encourage children to count and consider size and volume during their play and exploration.
- Partnerships with parents are strong. Parents say that their children are well prepared for starting school. They are complimentary about the care and education that staff provide to their children. Parents appreciate the daily communication that staff have with them about what their children have been learning. This means that parents can extend their children's learning at home to promote a consistent approach.
- The managers regularly evaluate the environment and make changes when necessary to fully support children's learning. For instance, they have enhanced the outdoor provision and learning opportunities for children. The managers have strong support systems in place for the staff team, and regular staff meetings take place. As a result, staff feel well supported by the managers and morale is high.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children, which includes whistle-blowing. They recognise the signs and symptoms that might indicate a child is at risk of harm or abuse. Staff receive regular safeguarding training. They know the procedures to follow if they have any concerns regarding a child's welfare. The provider has robust recruitment procedures in place and carries out ongoing checks to ensure the suitability of staff. Staff use risk assessments and daily checks to make sure that the environment is free of hazards and children's safety remains a high priority.

What does the setting need to do to improve?

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

- strengthen the support for staff to keep their interactions with children

meaningful, so that learning is purposeful and matched to what children need to learn next

- improve staff's interactions, as they follow the children's lead in their play and exploration, to consistently promote effective hygiene practices.

Setting details

Unique reference number	2645219
Local authority	Kent
Inspection number	10301653
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	26
Name of registered person	Riley, Rachelle Patricia
Registered person unique reference number	RP905000
Telephone number	07703355830
Date of previous inspection	Not applicable

Information about this early years setting

Challock Pre-School re-registered in 2021 and is based in Challock, Kent. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school employs seven members of childcare staff. Of these, one holds a relevant qualification at level 6, two hold qualifications at level 4, and three hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector spent time talking with the manager, parents, staff and children.
- The manager and the inspector carried out a joint observation to evaluate the quality of teaching.
- The inspector observed activities, inside and outside, and evaluated the quality of education and provision.
- The deputy manager had a learning walk with the inspector to discuss the curriculum and how they organise the provision.

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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