

Inspection of ABC Pre-School Group

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

Inspection date: 18 October 2023

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

The provision is good

Children enthusiastically and independently walk into the pre-school happy and ready to learn. Staff greet children at the door and support them to quickly engage in the activities that have been organised for them. Children see how staff build positive relationships with their parents, such as when they chat together during arrival and collection times. This helps children to feel at ease with the staff. Children are happy. They show that they feel safe. For instance, they approach staff for comfort and reassurance. Children know the routines well.

Children benefit from the meaningful learning experiences that the acting manager and staff plan and provide. This is because they think carefully about what they want children to learn. Children's needs and interests are considered by staff when they provide learning activities. For example, children enjoy role play. Staff provide resources as children mimic their home lives and make 'dinner' for their friends. This is further extended as children role play doctors. Children persevere and concentrate, sharing and taking turns. For instance, when there is a demand for popular resources, children discuss whose turn it is and try to sort out small conflicts themselves. Staff are on hand to support and guide when needed.

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

- The new acting manager, together with the staff team, has developed a curriculum based on what they want children to know and do by the time they transition to school. This is based on developing children's language and their personal, social and emotional development. Staff follow children's interests and adapt the curriculum to suit children's different ages and abilities. The curriculum is well embedded and clear. Staff understand what they are teaching and how to support the individual development of each child.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff observe the children and closely monitor their progress. Staff work together to identify potential gaps in children's learning and experiences. They share ideas with each other on how to best support each child to make the progress they are capable of. The pre-school works well with outside agencies, such as the local authority, to further support children with SEND.
- Staff are skilled at communicating with children. They engage children in conversations and give them time to speak and share their ideas. Books are accessible to children in cosy corners with soft furnishings. However, these areas are rarely used. Staff do not regularly promote the use of books, stories and singing throughout the day to help children develop their communication and language skills even further.
- Partnerships with parents and carers are positive. Parents report that staff are approachable and communicate well with them about their children's

development. They also appreciate the photos and the information they receive through the online app. Parents know who their child's key person is and get regular opportunities to speak about their children. Parents know that they can speak to the acting manager at any time and that she will 'go above and beyond' to help and support.

- Staff promote children's physical development well. They provide daily opportunities for children to play outdoors in the community playground. Staff support children in developing their large-muscle skills as they encourage them to run and ride bicycles, developing the skills they need to confidently pedal. Children take safe risks. For example, the staff have taught children how to use the handrail to walk down the steps to the lower playground. Children show they have embedded this learning and follow the rules set by the staff to keep themselves safe.
- Children, along with their parents, attend settling-in visits. However, procedures for gaining information about children to help them settle in when they first start have not been fully implemented. For example, information about children's home languages and key words are not always known. This impacts on the support that children receive to settle in and to have their individual needs met.
- Children's independence skills are well promoted. They are proud to help each other, and adults keep the pre-school tidy. At snack time, they show they know the routine, pour their own drinks and serve their own food. Staff provide children with encouragement to do things for themselves and learn new skills, such as peeling and scooping. Children and adults share achievements. This helps to promote children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

The acting manager, who is also the designated safeguarding lead (DSL), ensures that all staff attend regular safeguarding training. They know how to identify the possible signs that a child may be experiencing neglect or abuse. Staff and managers are vigilant in their approach to protecting children. They understand what to do if they are concerned about a child's safety. Leaders ensure that all staff understand the setting's safeguarding policy. Staff know to record and report any concerns or pre-existing injuries without delay. All staff have a thorough understanding of the different roles of safeguarding professionals and when to contact them. The DSL has good partnerships with other agencies involved with children to ensure their safety and well-being.

What does the setting need to do to improve?

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

- strengthen the procedures for obtaining key information about children when

they first start, to support a smooth transition from home to pre-school

- provide children with more opportunities to access rhymes, songs and stories in order to develop their knowledge of familiar words and a love of books.

Setting details

Unique reference number	103780
Local authority	Medway
Inspection number	10294164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	18
Name of registered person	Action for Borstal Community Project
Registered person unique reference number	RP526394
Telephone number	01634 817454
Date of previous inspection	11 January 2023

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 five members of staff, all of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who has a relevant early years qualification at level 7.

Information about this inspection

Inspector

Kelly Southern

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The acting manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the acting manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The acting manager showed the inspector documentation to demonstrate the suitability of staff.

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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