

Inspection of Boundary Road Pre-School

Rycroft Hall, Boundary Road, Chatham, Kent ME4 6UW

Inspection date: 5 February 2024

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 of all ages and abilities are settled and happy during their time in the welcoming pre-school. Staff have high expectations for all children's abilities, and children have positive attitudes towards their learning. Staff implement a challenging curriculum that successfully helps to motivate children to learn. For example, all children are excited to learn about how things grow. Staff encourage children to learn about how to plant and grow produce, such as radish and spring onion. Children enjoy bringing their imaginations alive. For instance, they happily explore chopsticks and Chinese lanterns in their 'Chinese restaurant'.

Children learn about the importance of healthy lifestyles. For instance, they talk about the importance of good oral hygiene and the benefits of making healthy food choices. Children help to make butter and jam, and they talk about the home-made produce having less sugar. Children develop good physical skills. For example, they learn about the different ways their bodies move as they safely climb and balance. All children are confident to share their ideas and communicate their feelings. They have meaningful conversations with staff and answer thought-provoking questions with confidence. Staff teach children different ways to communicate, such as using sign language.

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

- All staff get to know children well. This includes fully understanding their individual personalities, including their likes and dislikes. Staff establish secure and trusting relationships with all children. Children enjoy the company of staff and their friends.
- Staff successfully meet all children's individual needs. This includes children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. For instance, they liaise closely with outside specialists and implement effective strategies to support children. This includes using visual timelines. Staff and children learn words in other languages, such as hello and goodbye in Bulgarian.
- Staff encourage children to be independent. For example, children put on their coats and wet weather outfits for the garden and prepare and serve their own snacks.
- Overall, all children are engaged in their learning opportunities and enjoy the wide range of experiences. However, at times, staff do not swiftly identify children who would benefit from adult interaction during changes of routine. They do not quickly recognise when it is appropriate to step in to support them. However, children are generally happy and confident.
- Overall, children behave well, and staff support them to develop good social skills, such as encouraging good manners. Children are kind to each other. For

example, children get a tissue for a child who is a little upset. Staff recognise and praise good behaviour. However, they do not consistently help children to understand the consequences of their actions and why they are being asked to stop. For example, when a child throws an object, they are simply told 'no' instead of being provided with an explanation as to why this is important.

- The manager and staff establish positive partnerships with parents, who speak very highly of them. They comment that staff are supportive and 'go above and beyond'. Staff keep parents well informed about their children's achievements and next steps. Staff share useful information with parents. This includes healthy eating recipes and information about where they can access support if needed.
- The manager closely monitors the good quality of education and care that staff provide children. Staff regularly observe each other teach children and provide constructive feedback. Staff evaluate their practice together and use their findings to support their future practice.
- All staff attend relevant training. They have recently learned about the different ways to support the emotional well-being and mental health of children and their families. This includes using a variety of techniques, such as emotion and feeling cards.
- Staff provide children with opportunities to develop a good understanding of the traditions of other beliefs and countries. For example, children learn about henna patterns and different religions, such as Islamic beliefs.
- Staff use additional funding well to support the individual needs of children. For example, they have purchased outdoor play equipment to build on their enjoyment of learning outdoors and strengthen their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide staff with guidance to know how to support children to fully understand why they are being asked to stop certain actions
- support staff to be more vigilant in recognising when children would benefit from adult interaction to engage them more fully during changes in the routine.

Setting details

Unique reference number	103788
Local authority	Medway
Inspection number	10312013
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	30
Number of children on roll	50
Name of registered person	McIlheron, Christine
Registered person unique reference number	RP903243
Telephone number	07961 856823
Date of previous inspection	18 April 2018

Information about this early years setting

Boundary Road Preschool registered in 1997. It is located in Chatham, Kent. The setting is open Monday to Thursday, from 9.15am until 4pm, and Friday, from 9.15am to 12.15pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, five of whom hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider 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 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 spoke to the manager, children, parents and staff at convenient times and considered their views.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.

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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