

Inspection of Bo-Peeps Pre-School

Halling Community Centre, High Street, Halling, ROCHESTER, Kent ME2 1BS

Inspection date: 8 March 2024

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

What is it like to attend this early years setting?

The provision is good

Children are eager to begin their day at this warm and welcoming pre-school. They settle straight down to play, engaging with their friends. Staff know the children very well and plan activities around their interests and next steps in learning. For instance, children thrive when using the open-ended resources and are inquisitive learners. They show determination when constructing, and carefully consider where they place pieces in order to get their models to balance.

The curriculum is ambitious and is understood by all the staff. The current focus is on developing children's independence, teaching them about healthy lifestyles, learning to self-regulate their emotions, and communication. The managers and staff have recognised that communication has been an emphasis due to the ongoing impact of the COVID-19 pandemic. The curriculum and learning opportunities for children are regularly reviewed and discussed by the staff team. This ensures they are pinpointing exactly what the children need to learn next.

Children behave well and show they know the rules and expectations. Staff act as positive role models to children. When there are minor issues, staff are on hand to support. In addition, staff offer lots of praise. This helps to boost children's self-esteem and confidence in making the right choices.

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

- The passionate and dedicated managers have a clear vision of what they want children to learn while at pre-school. They have good systems in place to ensure that they regularly review staff practice and their interactions with children. Staff feel well supported. They are provided with regular one-on-one time with the managers to discuss their practice, safeguarding concerns and training opportunities. The curriculum is well embedded. Staff understand what they want children to learn before their eventual move to school. All children are making good progress from their starting points.
- Staff take time to get to know children and their extended families. They use settling-in visits to start to build relationships, and get detailed information from parents and carers. Parents are invited into the setting daily, and are provided with ample opportunities to speak to their child's key person. Staff keep parents informed of what their children are learning and their next steps in development. This encourages learning to continue at home.
- Children with special educational needs and/or disabilities are well supported. The special educational need coordinator (SENCo) has a wealth of knowledge. She ensures that children are referred to other professionals as soon as there are concerns, to help bridge the gaps in development. The SENCo has effective communication and secure relationships with parents. She ensures they are well

informed of their children's progress and the referral process.

- Overall, children are effective communicators. They enjoy reading books with staff, sing songs enthusiastically, and speak confidently about what they are doing and learning. However, at times, staff do not use questioning techniques effectively to allow children to fully verbalise their thoughts and understanding. Furthermore, at times noise levels prevent children from being able to hear staff and their peers when speaking.
- Children thoroughly enjoy their time playing in the garden. The staff have created a space which encourages children to use their imagination. For example, they use tyres to build a den for a dinosaur, then collect grass to feed him in his cage. Children show maturity and wait for popular resources. For instance, children love the tyre swing, which has been put in place to develop their upper body strength. They show determination to climb into the tyre and move it to the desired effect.
- Children are very independent. They get their own wellingtons and puddle-suits on when playing outside. At snack, they cut their own fruit and pour their own drinks, washing up their plates when they have finished. This also extends into adult-led activities. For instance, when staff initiate a play dough making activity, they guide the children but allow them time to experiment with the materials. For example, children learn for themselves what happens when they add too much water, and remember this learning for next time.
- Children are provided with meaningful opportunities to learn about their local community. They visit the shop to buy milk and stamps, and have become regular visitors at the church. At Christmas, children were invited to decorate a Christmas tree. They visited the church to look at the creations they had contributed to, and some made by other members in the community. Children also learn other valuable skills while being outside of the pre-school, such as road safety.

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:

- strengthen staff's skills in encouraging conversations to further support children's communication and language skills, including identifying when noise levels affect children's ability to hear new words.

Setting details

Unique reference number	103787
Local authority	Medway
Inspection number	10291837
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	24
Number of children on roll	42
Name of registered person	Jane Margaret Adams and Jacqueline Ruth Tickner Partnership
Registered person unique reference number	RP903502
Telephone number	01634 243696
Date of previous inspection	19 April 2023

Information about this early years setting

Bo-Peeps Pre-School registered in 1998. It operates Monday to Friday, from 9.15am to 2.15pm, during term time only. The provider receives funding for the provision of free early years education for children aged two, three and four years. Both managers hold a level 3 qualification. They employ four members of staff, all of whom hold a relevant early years qualification at level 3.

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.
- The 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 a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024