

Inspection of Coxheath Preschool

Stockett Lane, Coxheath, Maidstone, Kent ME17 4PT

Inspection date:

28 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into the pre-school environment by the caring, attentive staff. They arrive happily and quickly settle to play. Staff plan the environment to reflect children's interests. For example, a sensory table is set up to support children who like to explore. Children enjoy playing with their friends. They share and take turns with effective adult support. Children play games that require them to wait their turn and follow rules. These opportunities help children to learn some of the skills they will need in their next stage in learning, such as school. Children behave appropriately. They show a good understanding of the boundaries. For example, they know to come together as a group when the whistle is blown and line up when using the slide.

There is a clear intent for delivering the curriculum. Staff use a planning and observations system that covers all areas of learning. However, the implementation of the curriculum intent is not consistent. For example, staff do not focus enough on what they want children to learn from activities. Inconsistencies in teaching mean that children are not always challenged or supported well enough with their learning and next steps. This does not fully support children to have a positive attitude to learning.

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

- Members of the management team are new to their roles. They are aware of the inconsistencies in teaching and have identified some of the areas for development. Managers have started to plan how to address any weaknesses, but they have not had sufficient time to improve teaching.
- Staff provide effective support for children with special educational needs and/or disabilities. They ensure they make referrals to outside agencies for children who need additional support. This helps them get the support they need to make appropriate progress in their learning.
- Staff help children develop good physical skills. They plan the environment to include a range of opportunities to develop their muscle groups. For instance, children use pencils and scissors to support their hand muscles. Outside, they run and use bikes to strengthen their leg muscles.
- Some staff encourage children to be independent. For instance, some staff encourage children to put on and take off their own coats and to wipe their noses. However, this is not consistent, and staff sometimes complete simple tasks for children that they could learn to do themselves. This does not consistently support children to develop and practise new skills.
- Children have some enjoyable opportunities to develop their imagination and creativity. For example, they enjoy playing in the home corner, making tea and dressing up. However, staff are unsure about how to implement some aspects of

the curriculum in relation to children's creative skills. For instance, they cut shapes and direct children where to stick them, sometimes putting them where they want them. This does not encourage children to express themselves.

- Staff are warm and caring in their interactions with children. However, they are not fully effective at supporting children to develop their communication and language skills. There are inconsistencies in how well staff support children to build and expand their vocabulary. For instance, at times, staff do not interact effectively with children while they play. When children invite them into their play, staff do not always recognise how to engage them and expand their language development. This does not help all children to develop the foundations they need to be effective communicators.
- Children's early mathematical skills are developing well. For example, staff count with children, such as how many girls and boys are present, and they compare numbers to see which is bigger. They look at cucumbers at snack time and talk about 'longer' and 'bigger'. Children use numbers in their play. For instance, they make a dough cake and say they are putting two candles on it.
- Children are beginning to learn about healthy lifestyles. They choose from a large number of different fruits at snack time. Children understand they need to wash their hands before they eat. However, the management team has not identified inconsistencies in staff practice in relation to hygiene procedures, such as when serving children with cut fruit and vegetables. This does not set an example to children of how they need to behave.
- Staff feel well-supported in their roles. They report they have high well-being and manageable workloads. Staff have regular supervision with managers to discuss their professional development. However, this is not fully effective in identifying and addressing gaps in staff knowledge and understanding or any inconsistencies in practice. Not all staff receive the training they need to fully understand their roles and responsibilities, including in relation to day-to-day procedures, such as hygiene routines, and supporting children's learning.
- Partnerships with parents are good. Staff regularly share information and photos about children's learning and what they do at pre-school. Parents are happy with the care and education their children receive.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve staff's understanding of how to consistently deliver the full curriculum to support all aspects of children's learning, including their communication and language skills, personal development and creativity	26/12/2024
implement effective systems for support, coaching and training for staff to ensure they have a full understanding of their roles and responsibilities, and any inconsistencies in practice are swiftly addressed.	26/12/2024

Setting details

Unique reference number	127128
Local authority	Kent
Inspection number	10368588
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	39
Name of registered person	Coxheath Pre-School Group Committee
Registered person unique reference number	RP908686
Telephone number	01622 745662 or 07934 103132
Date of previous inspection	27 March 2019

Information about this early years setting

Coxheath Preschool has been registered since 1991. It operates in conjunction with the Coxheath Rising Fives Preschool, which is registered and inspected separately. The pre-school is located in the village hall in Coxheath, just outside Maidstone. It operates term time only, Monday to Friday, from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children. A team of eight staff works with the children. Of these, six hold appropriate early years qualifications at level 2 or above

Information about this inspection

Inspector
Janine Scott

Inspection activities

- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector and manager completed two joint observations to evaluate the impact of teaching on children's learning.
- The inspector observed interactions between the staff and children both indoors and outdoors.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection to gain 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.

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