

# Inspection of Fordcombe Preschool Limited

Fordcombe Village Hall, The Green, Fordcombe, Kent TN3 0RY

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Inspection date: 29 January 2025

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## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children show that they feel safe and secure at this welcoming setting. Staff know children well and provide a range of learning experiences for them to enjoy. Children are generally happy, and staff work hard to build positive relationships with them. Staff get down to children's level and offer reassurance when they need it. This helps children to feel emotionally secure.

Babies benefit from meaningful interactions to support their early vocabulary. For example, staff introduce animal names and sounds as they look at books. However, staff do not effectively implement a curriculum that provides challenge based on what children already know and can do, and children do not always receive good enough levels of support in their learning. For example, staff do not focus enough on what they want children to learn from activities. Inconsistencies in teaching also mean that children are not always challenged or supported well enough with their individual learning. This impacts on children's attitudes to, and engagement in, their learning and the overall progress that they make.

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

- The new management team acknowledges that there are improvements to be made in the setting. They are aware of inconsistencies in teaching and have identified some areas for development. Managers are keen to provide an environment that supports all children to achieve their full potential. However, this is not yet embedded. Overall, children are happy and enjoy playing with their friends. When implementing activities, staff do not always ensure that they are challenging and ambitious for all children. Consequently, children do not consistently make the progress they are capable of.
- Staff feel supported in their roles. They have regular supervision with managers to discuss their professional development. However, this is not yet fully effective in identifying and addressing gaps in staff's knowledge and understanding to support children's learning successfully. This means that staff are not always aware of their areas for improvement and how this can raise the quality of their practice even further.
- Children with special educational needs and/or disabilities (SEND) are identified quickly and appropriate referrals are made. Staff work closely with parents and other professionals involved in children's care to implement personalised plans to support children's individual needs. However, some of the strategies used to support children, such as picture cards or simple sign language, are not always implemented consistently. This means that, at times, some children become confused and unsettled.
- Children develop an interest in books and stories. Children recall repeated phrases and join in with the storytelling, which helps to develop their vocabulary.

Staff generally interact well with children. They encourage younger children to explore with different textures in books and recognise familiar pictures. They ask older children questions, to help promote their thinking skills.

- Children benefit from many opportunities to develop their physical skills. They develop their balance and coordination as they practise throwing and catching, roll hoops and negotiate space as they run. Babies practise walking and use small climbing apparatus with adult support.
- Staff comfort children when they are upset and need reassurance. This supports children's emotional well-being. Staff provide opportunities for children to develop their self-care and independence skills, such as washing their hands, pouring drinks and serving their own meals.
- Staff provide children with clear daily routines. However, they often do not ensure that these are organised effectively. For example, children often spend too long waiting for their lunch. As a result, some children become restless and begin to wander around the room. This leaves the environment feeling somewhat chaotic at times. This has an impact on their behaviour at these times and means they miss out on meaningful learning experiences.
- Staff provide children with some opportunities to learn about other countries and their celebrations. For example, children take part in activities to learn about Chinese New Year. Although staff create an environment where all children feel safe and welcome, opportunities for children to explore and celebrate what makes them unique and consider the diversity of modern Britain are not well developed.
- Parent partnerships are effective. There is ongoing communication with parents through an online application and daily discussions. This helps to promote a consistent approach to meeting children's individual needs. For example, staff closely follow parental preferences for sleeping and toileting routines. Parents speak highly about the caring staff team and the good relationship that staff have with their children.

## 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:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                                                     |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure that all staff receive support, training and coaching opportunities to help raise the quality of teaching to at least a good level and help them understand how to implement the curriculum. | 25/02/2025 |
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**To further improve the quality of the early years provision, the provider should:**

- support staff to implement agreed strategies for children with special educational needs and/or disabilities more consistently, to further promote their care and learning
- strengthen the organisation of daily routines to more consistently support children's engagement in meaningful learning experiences
- improve opportunities for children to strengthen their understanding of diversity and differences between themselves and others in the wider world.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2747360                            |
| <b>Local authority</b>                             | Kent                               |
| <b>Inspection number</b>                           | 10382709                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 24                                 |
| <b>Number of children on roll</b>                  | 32                                 |
| <b>Name of registered person</b>                   | Fordcombe Preschool Limited        |
| <b>Registered person unique reference number</b>   | 2747362                            |
| <b>Telephone number</b>                            | 01892740393                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Fordcombe Preschool Limited registered in August 2023 and is located in Fordcombe, Kent. The setting is open from 8am to 6pm, Monday to Friday, all year round. The setting employs seven members of staff. Of these, three hold an appropriate early years qualification at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicky Chambers

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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