

Inspection of Parkwood Pre-School

Parkwood Pre-School, Deanwood Drive, Gillingham, Kent ME8 9LP

Inspection date: 10 June 2024

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the provider's oversight of the leadership and management at the pre-school impact on children's safety. For example, the provider has not ensured that those responsible for taking a lead in safeguarding demonstrate that they understand and implement policies and procedures that help to keep children safe. In addition, changes to the committee have not been notified to Ofsted, as required, so that suitability checks can be completed.

Despite this, staff are committed to providing care that meets children's individual needs and offering good-quality education. For example, staff get to know children well during their settling-in sessions. They discuss key information with parents to ensure that they can plan exciting and engaging activities that appeal to children of all ages and stages of development. Staff share important aspects of child development with parents to ensure that consistent learning can occur, such as how to support children's communication and language at home. Children behave well. All children, including those with special educational needs and/or disabilities, gain a broad range of knowledge and skills for their future learning.

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

- The provider has not taken all steps to ensure effective oversight of the pre-school. One committee member has not had checks completed to allow Ofsted to ensure their suitability. This does not ensure that children are adequately protected.
- Those responsible for the lead in safeguarding do not have a secure understanding of all aspects of child protection. They cannot confidently identify the procedures to follow in the event of a concern about a child or if an allegation is made against a staff member. They do not have an up-to-date knowledge of the latest guidance from the local safeguarding partnership. Therefore, some important procedures are not implemented to help keep children safe. This does not ensure that there is a robust safeguarding culture at the setting that promotes children's welfare.
- Aside from the weaknesses in safeguarding, staff plan an ambitious curriculum for the children who attend. Children enjoy a wide range of carefully planned activities that help to ensure they make good progress across all areas of learning. For example, older children have been learning about where their food comes from. Children learn about various aspects of farming and can explain the process of how food reaches their local supermarket. Children sow their own seeds and delight in their discovery of new shoots and leaves because of their hard work.
- Staff are positive role models to the children. They talk to the children about their actions, while positively reminding them of the rules. For example, staff

remind children of the impact of their actions on their friend's feelings. This helps children to understand what is expected of them and to consider each other by showing kindness and concern.

- Younger children enjoy a range of activities in a carefully planned learning environment. Staff encourage children to greet each other with a 'good morning' song. Children understand their routine and find comfort in the daily activities that develop their speaking and listening skills. For example, they look out of the window and select weather symbols for the wall chart. Children become confident in their abilities and thrive from the skilled interactions of staff.
- Independence is a key focus in the pre-school, and children build on their own self-help skills throughout the day. For example, they complete tasks independently, such as putting on their own coats and shoes before they go outside. Children are encouraged to take supervised risks on the climbing equipment and on 'forest days', which also boost their independence. Developing self-care skills such as these help children to prepare for the next stage of their learning journey.
- Room leaders reflect regularly on the inviting learning environment and make changes as needed. Children have opportunities to experience fresh air and daily outdoor learning as they play in the spacious grounds. However, there is less provision to enhance children's knowledge of their local community and the wider world.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:

	Due date
provide the necessary information in order for Ofsted to check the suitability of all committee members when changes to governance occur	01/07/2024
ensure that policies and procedures are in place that are in line with the guidance of the local safeguarding partnership and are fully understood by staff with lead responsibility for safeguarding.	01/07/2024

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

- enhance opportunities for children to learn about their local community and understand more about the world they live in.

Setting details

Unique reference number	EY547831
Local authority	Medway
Inspection number	10349292
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	88
Name of registered person	Parkwood Pre-School CIO
Registered person unique reference number	RP547830
Telephone number	01634 231425
Date of previous inspection	4 July 2018

Information about this early years setting

Parkwood Pre-School registered in 2017. It is located in Gillingham, Kent. The pre-school is open from Monday to Friday, 9.15am to 3.30pm, during term time only. The setting offers an optional breakfast club from 7.30am. The setting receives funding to provide free early education for children aged two, three and four years. It employs 11 members of staff, 10 of whom hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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