

Inspection of Teynham Community Pre-School

Station Road, Teynham, Sittingbourne, Kent ME9 9BQ

Inspection date:

25 September 2025

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and greet familiar staff with warmth. They settle quickly, showing that they feel safe and secure in the environment. For example, children who have attended for only two weeks leave their parents and carers at the door with confidence. They build relationships with staff and their peers. Most children engage in play that reflects their interests. However, leaders do not consistently identify and address key weaknesses within the setting. They do not have a clear oversight of how the curriculum meets children's needs, especially children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language (EAL). As a result, some children do not make the progress they are capable of and gaps in their learning remain.

Some staff take creative approaches to extend individual children's learning. For instance, they encourage children to use corks during painting activities to support their future pencil grip. Staff introduce shopping lists to encourage the most-able children to develop their early writing skills. They link stories to children's learning experiences. This helps to develop children's early literacy skills. Children benefit from a consistent daily routine. This helps them to feel confident and understand what is expected of them.

Staff support children to be independent. For example, children put their lunch boxes away when they arrive and put on their own coats to go outside. Children are generally content and busy throughout the day. They explore the resources available and enjoy playing alongside others. Staff offer comfort and reassurance when needed, which supports children's emotional well-being. This helps children to develop bonds with their key person. Staff also have a 'buddy system' for when key persons are not present to further support children's well-being.

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

- Leaders do not consistently assess the impact of training or how it is embedded in practice. They do not monitor staff's practice effectively. Although staff receive supervision meetings, these are not informed by direct observation or followed up with targeted feedback or peer support. As a result, staff's teaching is inconsistent. This means that children who need additional support, particularly those with SEND or who speak English as an additional language do not make good progress. Leaders do not ensure that staff receive the training and support needed to meet the diverse needs of children effectively. For example, speech and language training has been delayed until mid-year and it remains unclear which staff will attend.
- Some elements of the delivery of the curriculum are positive. For example, staff promote children's love of reading at home through a sharing library. However,

this is not consistently mirrored within the setting. Staff often limit story time to group sessions. They rarely read spontaneously with children in the book area. The inconsistent opportunities to foster children's independent interest in books and develop their language skills throughout the day have an impact on the depth of their early literacy skills. Additionally, not all staff model high-quality language or understand how to adapt their teaching for children with SEND or who speak EAL. This does not help all children to make the progress they are capable of.

- Staff build relationships with parents through regular communication and updates about children's care and learning. Staff welcome parents and involve them in the life of the setting. From the start of each child's journey, staff take time to learn about their families, home routines and children's interests. This supports smooth transitions and helps children to settle quickly. Ongoing communication through an online platform keeps parents informed and engaged in their children's care and learning. These relationships contribute to children developing strong emotional bonds with their key person. However, staff do not consistently use the information gathered from parents to enhance their practice. For example, they do not reflect children's home languages in the environment or routine. Also, staff do not consistently address language barriers with families.
- Staff promote healthy lifestyles well. Children enjoy a variety of nutritious snacks, such as yogurt, fruit, rice cakes and crackers, prepared by staff who are trained in healthy eating. Snack time is a social experience, where children sit together, talk about their food and discuss healthy choices.
- Staff promote good hygiene and self-care with children, including brushing their teeth. They celebrate this through a visible display board. Staff support parents and carers with accessible advice on healthy habits. This helps children to understand the importance of following healthy lifestyles.
- Children's behaviour and attitudes are generally positive. However, due to weaknesses in staff's practice this is inconsistent. For example, some children climb or jump on furniture. At these times, staff's responses vary. For example, some staff allow the behaviour and at other times offer brief instructions, such as 'get down' or 'stop running'. They do not provide clear or consistent explanations to help children to understand why the behaviour is inappropriate. Similarly, during tidy-up time, while some staff encourage children to respect resources and support them in putting toys away, others allow children to opt out without guidance. These inconsistent approaches and limited use of language to reinforce expectations impact on children's ability to manage their own behaviour and develop positive attitudes towards their learning.

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:

- focus on developing staff's knowledge and practice across all areas of learning and development, with particular attention to inclusion, to support all children to make progress
- support children's language development and value cultural diversity further, using information from parents about their children's home languages
- strengthen oversight and provide targeted training to ensure that staff consistently model high-quality language and manage children's behaviour consistently.

Setting details

Unique reference number	127676
Local authority	Kent
Inspection number	10407379
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	27
Number of children on roll	32
Name of registered person	Teynham Community Pre School Committee
Registered person unique reference number	RP519610
Telephone number	01795 522004
Date of previous inspection	7 January 2020

Information about this early years setting

Teynham Community Pre-School registered in 1993. It is independently run and is located in the grounds of Teynham Primary School in Sittingbourne, Kent. The setting is open on Monday, Tuesday, Thursday and Friday from 8.50am until 3pm, and on Wednesday from 8.50am to 11.50am, during term time. It provides government funded childcare. The setting employs eight members of staff, who all hold relevant early years qualification at level 3 or above.

Information about this inspection

Inspector

Eloise Upfold

Inspection activities

- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and nominated individual about the leadership and management of the leader.
- 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 and the manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.

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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