

# Kingsgate Community Pre-school

Kingsgate Community Centre, 107 Kingsgate Road, London, NW6 2JH

<b>Inspection date</b>	17/11/2014
Previous inspection date	13/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff thoughtfully observe children and adapt activities effectively, so engage children well.
- Staff use timely interventions to support all children, including those who have starting points below other children of the same age. As a result, all children progress well.
- Staff are effective role models and, as a result, children behave well and are ready to learn.
- Partnerships with other agencies are effective. As a result, outcomes for children are good.

### It is not yet outstanding because

- Staff do not consistently use effective methods of questioning, so do not take every opportunity to promote children's speech and language abilities.
- Staff do not consistently promote different opportunities for parents to contribute to their children's learning at home.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed activities in the playroom and hall.
- The inspector carried out a joint observation with the manager.
- The inspector talked to some of the parents and the children, and had discussions with members of staff and the manager.
- The inspector examined a selection of documents, including those to assess staff suitability.
- The inspector looked at a variety of children's records, including observations and assessments.

## **Inspector**

Deborah Found-Bloodworth

## Full report

### Information about the setting

The Kingsgate Community Pre-school registered in 1995 and operates from the first floor of the Kingsgate Community Centre. The centre is situated in Kilburn in North London. The pre-school can be accessed by a lift or the main staircase. The pre-school operates from three rooms, which are all open plan and easily accessible to the children. There is a small kitchen area where staff prepare snacks. There is no access to an outside play area, although staff plan regular trips to the local park. The pre-school is open during term time, Monday to Friday, from 9am to 4pm. There is a morning session from 9am to 12 noon and an afternoon session from 1pm to 4pm. There is also a facility for some children to stay all day. The provider is registered on the Early Years Register and receives funding for the provision of free early education for children aged two-, three-, and four years. There are currently 30 children on roll. The staff currently care for a number of children who are learning English as an additional language, and children with special educational needs and/or disabilities. There are five members of permanent staff working with the children, as well as the manager. All members of staff have suitable childcare qualifications.

### What the setting needs to do to improve further

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

- strengthen opportunities to ask children more effective questions during play, to enhance their communication and language skills
  
- strengthen systems to provide parents with ideas to promote learning at home.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a fun and interesting environment in which children explore, play and learn. When children arrive, parents help them to register, and find their names and pictures on their pegs, so that they can hang up their coats. Children point to the names and pictures of the different children at the pre-school. Consequently, children are clearly learning about how letters and words are used in a meaningful way. Resources are well organised in an attractive way and at child height. This means that children know what is available and can easily choose toys that they are interested in. Because children have easy access to a good range of resources, they are shaping their own learning. Staff understand what children like and dislike because of their close observations of children and comprehensive discussions with parents before they start at the pre-school. Therefore, they are able to plan effective activities that children enjoy.

Teaching is good because staff are enthusiastic and have a good understanding of how children learn. For example, at story times the staff choose familiar books that they have previously shared with the children, which helps children to practise the vocabulary they previously learned. Once they have read the story together, staff introduce colourful props for the children to re-tell the story again. The children find the props exciting and chat to each other about what prop they have. As a result, staff are effective in engaging children and motivating them to learn. However, occasionally staff miss opportunities to ask useful questions, or ask too many questions at a time. As a result, children are sometimes unable to respond and share their thoughts with the adults around them. Staff extend children's interests well. For example, children are delighted when they discover that they can squeeze an orange and get juice from it. Staff are aware of this discovery and invite all the children to use juicers to make orange juice. Because staff know the children's interests, activities engage the children and their learning is well promoted.

Children enjoy a good balance of child-led and adult-led activities. For example, staff lead children in a fun range of action songs and games, which gives the children the opportunity to run, crawl and dance. Therefore they develop good strength and coordination. Staff use the main playroom well to encourage children to freely choose between prepared activities and those they choose themselves. For example, during the inspection, some children chose to write a letter or use shapes and paints for printing, while others got out the dinosaurs to add them to the building blocks. Staff give children time to explore. Therefore, they become independent learners and are well prepared for school.

Parents are well informed about their child's learning. Staff create learning journals for each child, which include pictures of the activities they have been doing and the learning that is taking place. Parents keep these journals as a record of their child's development. They meet with key persons at least once a term to discuss their child's development. As a result, parents and staff work well to improve outcomes for children. Staff share some ideas to encourage parents to extend children's learning at home, for example, through sharing books containing familiar songs. However, they do not consistently include parents' ongoing observations of their children's learning to fully help shape future activities.

### **The contribution of the early years provision to the well-being of children**

The key-person system is well established. Consequently, there are strong relationships between the staff, parents and children. Children are well settled, and have warm and supportive relationships with staff. Children arrive to the pre-school happy and excited to greet the staff. When children are new to the nursery, staff work closely with parents to make the move to pre-school a positive and happy experience. The settling-in period is adaptable and staff are effective in helping children cope in their new environment. Because children have strong relationships with their key person, they feel secure, ready to explore the environment and make new friends. Staff are good role models. For example, they speak kindly to the children as they remind them to sit nicely at story time. Staff praise children when they are paying attention and trying their best. Children listen

to instructions well and quickly respond, for example, when adults tell them that it is time to line up. As a result, children are learning to manage their own behaviour, which means staff prepare them well for school.

Staff promote children's good health and self-help skill effectively. Children share healthy snacks and learn about good hygiene practices, for example, as they wash their hands before snack time and after using the toilet. Staff ensure that children always have access to their named water bottles. Children are encouraged to set the table and pour their own drinks at snack time. As a result, staff promote children's self-care and independence skills. Staff understand the importance being outside, so they organise regular trips to the local park. Children who stay at the pre-school all day go out with staff for local walks each day. As a result, children have opportunities to enjoy the fresh air. Staff successfully support children to manage their own safety. For example, children safely manage going up and down the stairs holding the banister and walking carefully. Children's safety is important to staff. The pre-school has an effective security system. Visitors ring the bell and wait for staff to unlock the door. As a result, they keep children safe.

### **The effectiveness of the leadership and management of the early years provision**

The staff have good knowledge on how to keep children safe. All staff are trained in safeguarding and child protection, and know what to do if they have any concerns regarding a child's well-being. The designated safeguarding officer is an experienced member of staff who is able to provide support and guidance to other staff, and works closely with the manager. Recruitment procedures are robust, and the manager has effective procedures in place to recruit new staff. The manager has suitable procedures in place to monitor and record the ongoing suitability of all staff. All staff hold paediatric first-aid qualifications. As a result, there is always a qualified person available in the pre-school and on outings, and accidents and injuries can be dealt with effectively and promptly.

The manager has a good awareness of her responsibilities and has a secure knowledge of the Early Years Foundation Stage requirements. She regularly monitors the children's learning and development, and works with staff to effectively plan activities that meet the children's learning and development needs. She also encourages staff to further their training and upgrade their knowledge. The manager and staff work closely together during regular supervision meetings. They discuss areas for staff development and establish action plans. As a result, the staff are becoming more skilled, which effectively improves outcomes for children.

The manager has written a self-evaluation report, which takes into account the views of parents, staff and children. The manager has a good understanding of the strengths of the provision and areas for improvement. She has developed an action plan to develop the service further. Consequently, outcomes for children are continually improving. The staff work effectively with parents. Parents are kept informed of their children's progress through regular meetings and by looking at their children's learning journals. Parents are invited to share their skills and interests with the children. They are given some ideas to

support their children's learning at home, but this is not consistently applied. The staff work well with other professionals, including speech and language specialists, and the local authority special educational needs coordinator. Because the staff work in cooperation with other professionals, children who need additional support are quickly identified and their needs are addressed in a timely way. Consequently, staff effectively help children to reach their full potential.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	100557
<b>Local authority</b>	Camden
<b>Inspection number</b>	845811
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Kingsgate Community Association
<b>Date of previous inspection</b>	13/10/2010
<b>Telephone number</b>	020 7625 1743

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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