

Kiln Hill Pre-School

The Mitchell Memorial Hall, Kiln Hill, Tweedmouth, Berwick-upon-Tweed, TD15 2EZ



Inspection date	23 February 2015
Previous inspection date	29 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching overall is good. All staff have a secure knowledge and understanding of how young children learn and progress. Staff share records of children's learning and ideas for activities at home with parents, which supports what the children are doing at preschool. As a result, children of all abilities achieve well.
- Children are kept safe as staff ensure that their surroundings are secure and potential risks are minimised. As a result, children's development of independence, cooperation and self-care skills is promoted well.
- The manager and staff have a good, competent knowledge of the requirements of the Early Years Foundation Stage. The required policies and procedures are in place and underpin staff's understanding and skills.
- Parents spoken to on the day of the inspection are extremely pleased with the service the preschool provides. They especially appreciate how staff involve them in their children's learning and how their children are happy, safe and making really good progress.
- Strong partnerships with other professionals are well established. As a result, all children receive continuity in their care and prompt support when needed.

It is not yet outstanding because:

- Children do not always benefit fully from quality, focused support because they do not spend enough time with their key person or key group.
- Staff do not take every opportunity to accelerate children's mathematical skills, in particular for the more able children.

What the setting needs to do to improve further

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

- enable key persons to spend more time with their key children and key groups, for example, by allocating a specific time and area where focused support can take place
- enhance more able children's achievements even further, for example, by making the best possible use of questions and discussion to extend their understanding of simple calculation and mathematical language.

Inspection activities

- The inspector observed the quality of the teaching and the impact this has on the children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as children's records, observation and assessment files, the setting's self-evaluation and evidence of the suitability of the staff team.
- The inspector talked with children, staff and parents and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff carefully assess children's learning through observations of their play, and these are used to inform the robust tracking and assessment systems. These assessments are then used effectively to identify the next steps in each child's learning, across all areas of learning. Communication is a consistently strong aspect of the pre-school, with all staff regularly talking with children, making good use of open-ended questioning. As a result, children make good progress in this key area of learning. Early number skills are developed as children sing and act out counting rhymes. Older, more-able children confidently predict how many children are present and count accurately. However, at times, staff miss the opportunity to challenge them further by asking more probing questions using specific language, such as 'more' or 'less'. Therefore, children are not always fully challenged in their thinking. Through good use of 'story time', staff encourage a love and understanding of books and stories. Children's early mark making is valued through a range of opportunities. As a result, children achieve well in their early writing. Role play, in particular, is used as a meaningful context to encourage children's writing. For example, children are supported to write shopping lists. These skills ensure that children are well prepared for their next stage in learning, such as school.

The contribution of the early years provision to the well-being of children is good

Staff ensure parents and children are warmly welcomed into the preschool. Children are settled, content and enjoy trusting relationships with their key person, who offers them lots of cuddles, praise and reassurance. However, key persons do not always plan time with their key children, so that focused support can take place. A good emphasis is placed on fostering children's personal, social and emotional development. Children's behaviour is good and they learn how to share and to help tidy up. They receive plenty of praise, which fosters their confidence successfully. Children learn the importance of good hygiene and healthy lifestyles. Staff make good use of the space outdoors. This provides good opportunities for children to enjoy fresh air and exercise.

The effectiveness of the leadership and management of the early years provision is good

Staff demonstrate a very secure understanding of child protection procedures and the action to take if they have a concern about a child, or an allegation is made against a member of staff. This means that children are protected from abuse. A robust recruitment and selection procedure means that children are cared for by suitably qualified and vetted staff. The manager makes effective use of monitoring to evaluate practice and the quality of children's learning. Staff development is encouraged through attending training and the sharing of good practice. Self-evaluation is accurate and has led to clear targets being set, which have been effective in moving the pre-school forward. For example, staff work together with teachers to help introduce and teach letter sounds. This has effectively developed staff's skills and has resulted in children's good progress in their literacy skills.

Setting details

Unique reference number	EY359531
Local authority	Northumberland
Inspection number	857582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	42
Name of provider	Kiln Hill Pre School Limited
Date of previous inspection	29 March 2011
Telephone number	01289330052

Kiln Hill Pre School was registered in 2007. The preschool employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one holds an early years qualification at level 4. The preschool opens Monday to Friday term time only. Sessions are from 8.45am until 11.45. and then 12.30 to 3.30. The preschool provides funded early education for two-, three- and four-year-old children.

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