

Kimberley Pre-School Playgroup



Kettlebrook Lodge, Eastwood Road, Kimberley, Nottingham, Nottinghamshire, NG16 2HX

Inspection date	28 April 2015
Previous inspection date	23 September 2009

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

- Staff plan for, and assess, children's development accurately. As a result, all children, including those with special educational needs and/or disabilities, are making good progress in their learning and development. This prepares them well for the move to school.
- Partnerships with parents are strong. Parents receive good information about the setting, so that they are aware of the provision's responsibilities. In addition, parents are effectively supported in further developing their children's learning at home.
- Children enjoy positive interactions and discussions with staff. As a result, they develop good communication and language skills.
- Staff are proactive in keeping children safe and free from possible harm or abuse. Staff have attended child protection training and the setting implements robust recruitment procedures to check that all staff are suitable to work with children.
- Staff know children well and effectively support them to form strong bonds with their key person. This means children are happy and confident in the setting and develop a sense of security in their surroundings.

It is not yet outstanding because:

- Staff do not take every opportunity to build on the knowledge and thinking skills of more capable children.
- Staff miss some opportunities to encourage children to further develop their early-writing skills.

What the setting needs to do to improve further

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

- develop further the thinking skills and knowledge of the most capable children, for example, by making better use of opportunities to ask enquiring questions that stimulate thought and conversation
- build further on children's emerging early-writing skills, for example, by providing a wider range of freely available writing and drawing resources.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Inspection findings

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

Children are able to freely select a wide and varied range of activities that promote all areas of learning. Staff are always close to hand to support or guide children's learning, and the quality of teaching is good. They skilfully step in and out of children's play at appropriate times and, as a result, children are making good progress. However, staff do not consistently use ways, such as more structured, adult-led activities, to encourage children to think about their response to questions. Therefore, more able children's thinking skills are not always challenged. Children have opportunities to lead their own learning. For example, they explore how colours change as they mix paints. Although staff organise activities that help children to develop their early-writing skills, there are too few opportunities for children to practise these skills at other times. This is because they do not have relevant resources available to use spontaneously in their free play. There is a regular two-way flow of information about children's achievements and parents contribute to assessments. This positively promotes children's learning at home. Children with special educational needs and/or disabilities make good progress due to a targeted approach to their learning and development, and support from other agencies.

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

Children have positive relationships with their key person and other staff. This helps them to settle quickly when they start. Information from home, and communication about children's needs, is shared effectively because there are close working relationships with parents. Children have access to a wide range of toys that promote their learning and keep them motivated and interested. Staff present activities in a way that reflects children's interests, using the floor space well to enable children to play in small groups. This helps children to be sociable as they play alongside each other. Staff teach children healthy and safe practices. Children enjoy nutritious snacks, and staff encourage good table manners to develop children's social skills. Staff praise children and build their self-esteem.

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

The manager and well-qualified staff team have a good understanding of the requirements of the Early Years Foundation Stage. They are proactive in ensuring that children are kept safe. There are rigorous procedures in place to ensure the safety of the premises and suitability of staff. All practice is underpinned by detailed policies and procedures. Staff have a good understanding of their roles and responsibilities. A clear system is in place for performance management. Therefore, the manager is able to monitor the impact of teaching on children's progress. The staff team reflect on their practice and identify areas for improvement. They check whether changes made are successful in improving the provision for children.

Setting details

Unique reference number	253151
Local authority	Nottinghamshire
Inspection number	864494
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	29
Name of provider	Kimberley Pre-School Playgroup Committee
Date of previous inspection	23 September 2009
Telephone number	0115 938 9205

Kimberley Pre-School Playgroup was registered in 1968. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday, Wednesday and Thursday from 9.30am until 3pm and on Tuesday and Friday from 9.30am until 1pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities.

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