

# Kingsmead Pre School

Stanstead Road, Hertford, Hertfordshire, SG13 7HQ



## Inspection date

2 June 2015

## Previous inspection date

15 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff effectively promote the children's learning and development through a variety of interesting and engaging activities. As a result, children are motivated in their play. They make good progress, and have the necessary skills in readiness for starting nursery and school.
- Staff use everyday routines to encourage children's independence and develop their expected social skills. For example, they are given daily jobs to do, such as feeding fish or ringing the bell. This boosts their self-esteem.
- The management team and staff understand and efficiently implement robust safeguarding policies and procedures. As a result, children are safeguarded well.
- The well-resourced and welcoming environment, both inside and outside supports children's all-round development, and helps them to feel safe and secure.
- Staff encourage children to recognise the sounds and letters in their name as they find their name cards on arrival and again during snack time. They introduce counting and shapes into everyday routines and activities.
- The management team and staff fully support the drive for future improvement of the pre-school. They complete a thorough and accurate self-evaluation, enabling them to implement a clear and successful improvement plan that supports children's achievements over time.

### It is not yet outstanding because:

- Staff do not always make maximum use of everyday routines to promote opportunities for children to practise their writing skills further.
- Staff do not maximise opportunities to encourage parents to continue to share observations from home, in order to promote children's continuity of learning even further.

## What the setting needs to do to improve further

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

- extend children's opportunities to practise their writing skills by encouraging them to label their own pictures and models
- maximise children's continuity of learning by continuing to engage parents in sharing information and observations about what their child is learning at home.

## Inspection activities

- The inspector observed general play and the snack and lunch time routines in the building and outside. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff and committee members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider's self-evaluation.

## Inspector

Lindsay Hare

## Inspection findings

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

Staff plan a varied and imaginative programme of activities and experiences in line with children's interests. Children's next steps are identified through precise assessments, which are shared with parents. Children are confident talkers. Staff use skilful questioning to introduce new vocabulary to develop children's language further. They encourage children's active participation as they listen to a story. They ask them what they think is going to happen and what they would do if it were them in the story. As a result, children's critical thinking and problem-solving skills are promoted. Children discover how magnets work by staff's skilful interactions as they explore the magnetic shapes together. They are able to freely select from a wide range of materials to create their models independently. However, staff still write their names on their pictures and models. Therefore, more-able children are not encouraged at every opportunity to practise their early writing skills. Initially, information is gathered from parents to help the key person to identify children's starting points. However, staff do not maximise opportunities to encourage parents to continue with these observations from home and contribute to children's ongoing assessment.

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

Staff know children very well and skilfully adapt routines and activities to meet the needs of individual children. For example, one child was able to sleep undisturbed in the quiet room after being awake very early. Relationships between staff and children are warm and harmonious, which enables children to feel secure and develop confidence. Staff manage children's behaviour calmly and with consistency. Children's independence is promoted as they put on their own coats and pour their drinks at snack time. Staff encourage them to have a go first before providing support, if needed. Children have access to fresh air and exercise daily, as they play in the outdoor area. They learn about good hygiene practices as they wash their hands before meals and after using the toilet.

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

The management team clearly understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Effective arrangements for recruiting new staff, regular supervision, observing and checking staff performance lead to a good level of consistency of practice. Recent changes to the committee and seeking the views of parents has supported the group in identifying areas for development. For example, more funding is now available to enable staff to attend extra training in addition to the core training they are required to do. There are also plans to visit other settings to share and gain new ideas. Children's progress is monitored effectively, as a result, any potential learning needs are recognised and met quickly. For example, analysis of the assessments showed that groups of children were not accessing activities or resources relating to mathematics development and this was effectively addressed. Strong links with other early years settings support children well in the move on to nursery or school.

## Setting details

<b>Unique reference number</b>	463233
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	872239
<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>	26
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Kingsmead Pre School Committee
<b>Date of previous inspection</b>	15 September 2011
<b>Telephone number</b>	01992 550024

Kingsmead Pre School was registered in 1991 and is managed by a committee. It is situated in a single-storey building within the grounds of Wheatcroft School. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and one has Qualified Teacher Status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon. A lunch club is also offered from 12 noon until 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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