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| Inspection date | 26 June 2015 |
| Previous inspection date | 12 February 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

- Children build very strong relationships with their key member of staff who they describe as their 'best friend'. Children are very kind and considerate, and show great understanding of each other's differences and abilities.
- Staff plan and manage focused group activities very well. During these activities, children learn a great deal and show high levels of concentration and interest.
- Staff assess and track children's progress very well and these processes are closely and effectively monitored by the manager. Gaps in children's achievement are promptly identified and targeted through staff's involvement of parents in their processes for assessing, tracking and planning for children's progress.
- Staff prepare children well for school. Children develop good social skills, self-esteem and confidence. They make particularly good progress in communication and language, literacy and mathematics.
- Staff form very strong partnerships with parents and carers, the schools that children transfer to and the health agencies involved with children. They organise regular parent/carer coffee mornings and workshops to promote their teaching methods and ways for supporting children's progress further at home.
- The team demonstrates a strong commitment towards continuous improvement. For example, planning for mathematics is now a key strength of the provision.

It is not yet outstanding because:

- Staff do not consistently plan as well for children's imaginative, creative and investigative play as they do for other areas of learning. Resources are not always well chosen or presented to encourage children's sustained independent play and learning.

What the setting needs to do to improve further

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

- extend planning to provide more opportunities for children's creative, imaginative and investigative play.

Inspection activities

- The inspector observed children's play and the quality of teaching practice indoors and outdoors.
- The inspector carried out joint observations with the nursery manager and deputy manager.
- The inspector spoke to parents on the day of inspection and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation, such as children's assessment records, the nursery's self-evaluation processes and safeguarding procedures, including staff suitability records.

Inspector

Amanda Tyson

Inspection findings

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

Children make good, and in some aspects outstanding, progress in their learning and development. For example, older children had great fun adding and taking away up to 11 people on a bus, depending on whether they selected a number card with an addition or subtraction symbol. Staff challenge children with requests, such as to line up in front of, behind or in-between another child, and help them to recognise they are seated in a semi-circle, not circle. Children are enthralled by staff's skilled storytelling techniques. They remain wide-eyed as they anticipate, then guess, what might happen next. Children enthusiastically engage in adult-supported creative activities and learn about nature first-hand through visits to the farm and zoo, which parents often help with. Parents are very impressed with the provision.

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

Children are very well supported by caring staff to prepare for and deal with change, such as coping with separating from parents. Staff pay particularly good attention to helping shy children make friends and learn difficult concepts, such as sharing and taking turns. This prepares them emotionally for school. Children learn about fire safety through visits to the fire station, stories and evacuation practice. They are helped to understand what to do if they get lost and about stranger-danger through discussions with staff and from police officers who visit the nursery. Children enjoy a very healthy snack mid-morning, to which they help themselves. Staff sit and eat with children during lunch, and model good social skills and healthy eating habits. Children competently manage their own personal care, such as toileting, and blowing their nose and disposing of the tissue.

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

The manager demonstrates a secure knowledge of the requirements of the Early Years Foundation Stage. Staff are well trained on safeguarding policies, such as child protection and risk assessment, and implement these rigorously. The management team is very successful in recruiting, vetting, deploying and retaining suitable staff. It monitors and supports their performance well through regular, confidential meetings. Staff enjoy their work and feel valued by management. They make good use of the training they receive to improve their practice, for instance in storytelling and supporting children with special educational needs and/or disabilities. Management uses weekly staff meetings to support effective self-evaluation. Priorities for improvement are astute. For example, staff are currently focused on completing the local authority quality improvement assessment and arranging for staff to visit other settings to gain ideas for planning.

Setting details

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| Unique reference number | EY268276 |
| Local authority | Kingston upon Thames |
| Inspection number | 847143 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 39 |
| Name of provider | Kids United Playgroup Committee |
| Date of previous inspection | 12 February 2009 |
| Telephone number | 07928102614 |

Kids United registered in 2003. It is run by Kids United Committee Playgroup. The pre-school operates four days a week between 9.15am and 12.15pm, or until 1.15pm if children stay for lunch. There are eight members of staff. The manager has an early years degree, five staff hold level 3 qualifications, one has a level 2 qualification and one member of staff is unqualified. The pre-school receives funding for early education for children age two, three and four years old.

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