

Kimpton Preschool

Kimpton Preschool, Linden Lodge, High Street, Kimpton, HITCHIN, Hertfordshire,
SG4 8RB



Inspection date

Previous inspection date

16 November 2015

21 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is exceptionally strong. The director, the manager and the staff team's commitment to continuous improvement is evident. They review and critically evaluate their practice each day. Their self-evaluation consistently leads to rapid improvement.
- The well-qualified staff have an astute understanding of how children learn and accurately assess their development. This helps them to provide a range of highly stimulating experiences that meet children's individual needs. All children make rapid progress in their learning and are exceptionally well prepared for school.
- Staff develop remarkably strong partnerships with parents. They implement a wealth of ideas to support a shared approach towards children's care. Achievements made at home and current interests and events are included in the planned learning for each child, contributing towards rapid learning.
- Staff provide extensive support to parents and children during settling-in periods. Children quickly form trusting relationships with their key persons and other staff. They are exceptionally confident and enthusiastic.
- Children play a key role in their learning and development. They review their own learning files and talk about what they have done and enjoyed. Staff record those discussions and use children's ideas to add to their planning. Children develop excellent self-esteem, are very self-assured and eager to learn.
- Staff carefully plan opportunities for children to learn about their nutrition and its importance for their health. Children plant and care for vegetables which they harvest and use for meals. They choose their lunch from a healthy menu and prepare their own snacks.

What the setting needs to do to improve further

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

- expand the excellent range of opportunities for children to consider and manage risks and understand the need for safety even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and discussed their findings.
- The inspector held a meeting with the pre-school manager and the director. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff. The inspector also reviewed the policies for the pre-school, as well as documentation relating to staff's training and continuous development.
- The inspector spoke to a selection of parents during the inspection and took account of their views, as well as those received in writing from parents.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers and staff incorporate child protection throughout all areas of practice. They work together continuously to review the policies and practice in the nursery. They demonstrate excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Managers' insightful programme of performance management contributes significantly towards the quality practice and professionalism. Recruitment and induction are particularly strong. New staff and those striving towards higher qualifications are supported extremely effectively with detailed mentor arrangements. A meticulous probation programme for new staff ensures that the high quality of practice continues.

Quality of teaching, learning and assessment is outstanding

The exceptionally high quality of teaching and staff's very good knowledge of children contribute to the excellent progress that they make in their learning. They provide activities that build and evolve to significantly enhance all children's eagerness to learn. For example, a baker's role-play area offers stimulating opportunities for older children to incorporate reading and writing as they develop shopping lists, menus or read recipes. The same well-resourced activity provides scope for younger children to explore malleable materials and role play. There are stimulating ways for children to explore practical mathematics throughout the setting. Close reviews of children's learning files take place to ensure that planning for all of them links closely to the assessments that are made. Staff join in with play and share in children's imaginative ideas. They share elaborate games, such as pretending to search for wild animals, which evolve and engage children fully.

Personal development, behaviour and welfare are outstanding

Staff make excellent use of the environment. Rich, varied and imaginative experiences are on offer for children both indoors and outdoors. Staff balance adult-led activities with free play. Children have time to think and explore at their own pace. Staff are outstanding role models. Children behave exceptionally well, creating a vibrant and happy atmosphere for all. Children are encouraged to respect and share each other's cultures. They enjoy sharing story books in different languages and food that they cook together. Children participate in emergency evacuations and receive regular reminders about using materials safely. They learn about road safety using the roadway in the outdoor area. Staff have, however, recognised the further potential to offer children even more opportunities to learn about safety and managing risks.

Outcomes for children are outstanding

Astute reviews of children's progress enable staff to efficiently highlight any weaker areas in their learning. They then act extremely swiftly to introduce activities that successfully support children's learning and so close any gaps. For example, by completing mathematics training, staff have significantly enhanced opportunities for children's learning. They ensure that all children, including those who speak English as an additional language, make rapid progress and are ready for school.

Setting details

Unique reference number	EY420362
Local authority	Hertfordshire
Inspection number	852092
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of provider	Kimpton Pre-School Ltd
Date of previous inspection	21 November 2011
Telephone number	01438 833936

Kimpton Preschool was registered in 2011. The pre-school employs five members of staff. Four staff hold appropriate childcare qualifications at level 3 and 5. The manager holds a qualification at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50am, with a lunch club from 11.50am until 1.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children for whom English is an additional language.

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