

# Kingsley Preschool

5 Austen Close, Loughton, Essex, IG10 3TX



## Inspection date

2 February 2016

Previous inspection date

28 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers have made a concerted effort to address the previous weaknesses. They demonstrate a commitment to further improvement. Practitioners are vigilant in completing the daily register so it is an accurate account of every child's attendance.
- Practitioners promote children's personal, social and emotional development well. They are concerned for each child's well-being. Children form close bonds with practitioners. The warm relationships help children to feel confident and relaxed in the pre-school.
- Practitioners provide good support for children's speaking and listening skills. They concentrate on providing children with a wide vocabulary, encouraging them to use their new words as they play.
- Partnerships with parents are strong. Parents speak highly of the pre-school and the good levels of communication and support. They are informed about their child's progress and feel they are included in the planning for the next steps in learning.
- The team successfully evaluates their practice. They are looking more closely at the quality of teaching on a regular basis and taking action to address weaknesses.

### It is not yet outstanding because:

- The systems in place for establishing the youngest children's starting points on entry are not always highly effective, to clearly identify their precise needs at the earliest opportunity.
- The planning has improved significantly but is not fully embedded to support the less-experienced practitioners in tailoring their teaching in order to consistently challenge the most-able children.
- Practitioners occasionally offer children the solution to a problem rather than getting them to work things out for themselves.

## What the setting needs to do to improve further

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

- review the information gathered for the youngest children in order to accurately and quickly establish their starting points on entry
- build on embedding the planning systems to ensure all practitioners are consistently informed about how best to tailor their teaching to challenge the most-able children
- make the most of every opportunity for children to solve problems and think through solutions to the difficulties they encounter.

### 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.
- The inspector held meetings with the pre-school manager and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation and evidence of the suitability and qualifications of practitioners working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Alison Reeves

## Inspection findings

### Effectiveness of the leadership and management is good

Managers at the pre-school have made significant progress in developing their planning and information gathering from parents. They have worked with the local authority development team and continue to improve and enhance the planning for children's learning with all of the practitioners. The manager and her deputy are tracking children's progress. They know which children are at risk of delay in particular areas of learning and are making sure their specific learning needs are planned for. Arrangements for safeguarding are effective. Practitioners have a secure knowledge of what to look for and the action to take should they have concerns. Practitioners work closely with other professionals to ensure children's safety and well-being. Practitioners are very aware of the challenges faced by families. They offer good support and access to additional services. Practitioners work closely with local schools and pass on useful information about children's skills. Some teachers visit the children, and have provided guidance to practitioners.

### Quality of teaching, learning and assessment is good

Teaching is effective in helping children to make good progress. The accuracy of assessment on entry is improving and managers recognise how to improve this further. Practitioners know their key children well and focus their teaching on developing the skills children need most. Practitioners and parents work successfully together. Parents are informed about what children are working on in pre-school and what they can do at home to further support development. Children have plenty of good opportunities to choose where they learn within the pre-school and in the outdoor area. Many children enjoy games to help them develop their mathematical skills. They enjoy exploring dough and clay. They practise using the various tools to make shapes, patterns and models. Practitioners help children to develop their muscles, ready for writing. They are using various activities that promote large movements and help children to develop their hand control.

### Personal development, behaviour and welfare are good

Children enjoy being busy outside. They benefit from learning in the fresh air. Practitioners make the most of the opportunities to help children explore how to keep themselves safe. Children enjoy a game where the practitioner holds up coloured ribbons to represent traffic lights. The children show they understand the significance of each colour. They know to stop when they see red and to go when they see green. Practitioners encourage children to follow good hygiene routines. Children know when to wash their hands to stop the spread of germs. Children develop their independence well. They manage serving themselves drinks and fruit at snack time. The oldest children eat lunch together at pre-school as part of their preparation for school. Children behave well and practitioners use appropriate methods to help children learn about taking turns and being kind to others.

### Outcomes for children are good

Children are making good progress in their learning and development. Practitioners ensure children have the necessary skills to help them prepare for daily life in school.

## Setting details

<b>Unique reference number</b>	650081
<b>Local authority</b>	Essex
<b>Inspection number</b>	1029959
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Jacqueline Dent-Burnett
<b>Date of previous inspection</b>	28 September 2015
<b>Telephone number</b>	0208 508 4353

Kingsley Preschool was registered in 1993. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 12 noon and from 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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