

K.I.C.K.s Pre-school

Darash Trust, Darash Christian Training Centre, Ashwells Road, Pilgrims Hatch,
BRENTWOOD, Essex, CM15 9SE



Inspection date

Previous inspection date

3 February 2016

12 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The management team and staff present a very welcoming and well-resourced pre-school. Children are motivated, active learners who are keen to participate in activities. They make good progress and develop the skills they need for future learning.
- Children settle well and demonstrate that they feel safe, happy and emotionally secure. They form close bonds with their key person, other staff and each other.
- Staff skilfully support disabled children and those with special educational needs. They successfully liaise with parents, health professionals and specialist services to ensure that children are provided with the individualised care, support and equipment they need.
- Children have a positive attitude to being physically active and playing outdoors in all weathers. This contributes to promoting an understanding of a healthy lifestyle.
- The management team is motivated and wants the best for children. The policies and procedures are continuously reviewed to ensure staff are kept updated on changes in legislation. Staff are encouraged to complete childcare qualifications and attend safeguarding and first-aid training courses as they become available.

It is not yet outstanding because:

- Staff supervision and monitoring systems are in place. However, professional development has recently focused more on the legally required aspects of training, rather than being specifically targeted at developing outstanding teaching skills.
- Overall, the partnership with parents is good. However, staff do not yet successfully encourage all parents to regularly share information about their children's learning at home.

What the setting needs to do to improve further

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

- enhance the existing arrangements for performance management to ensure that all staff continue to build on their expertise and teaching skills
- strengthen opportunities for all parents to share what their children achieve at home and use this information to work together, so that children's learning is extended to the highest level.

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 carried out a joint observation with the manager.
- The inspector held discussions with the nominated person, manager, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to protect children from abuse and neglect. Risk assessments are regularly carried out and staff remind children of possible dangers throughout each session. The manager and staff ensure they take swift action to address any risks to children's health and safety. Self-evaluation is effective in accurately identifying where improvements can be made to the pre-school. The views of staff, children and parents actively contribute to achieving a good quality service. Staff form successful relationships with other early years settings and the schools that children move on to. They share information about children's achievements, which helps to provide consistency for children's care and learning. The deputy efficiently monitors the progress of individuals and groups of children. She checks that key persons specifically plan learning experiences that help to close any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They plan activities that appeal to children's interests and support their progress across all areas of learning. Staff accurately observe and assess children's achievements. This helps them to identify and plan activities in tune with their learning priorities. Staff support children's developing communication skills well. Children are given time to think and negotiate, which helps them explore their own ideas. Staff use sign language and visual clues to support children with speech and language difficulties and those who speak English as an additional language. Older children recognise letters and their sounds and learn to write their names. Children have many opportunities to develop their imagination and explore using all of their senses, both indoors and outside.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported effectively. Staff greet them warmly on arrival and provide an individual goodbye when they leave. Staff have started implementing a generally good, two-way system for sharing information about children's welfare, needs and achievements. Staff successfully support children to manage their own feelings and behaviour. They frequently praise children for their efforts and achievements. Children are reminded about the pre-school rules and are encouraged to share toys, take turns and respect one another. Staff encourage children to develop an understanding about the wider world. The rich and stimulating resources reflect positive images of different families, communities and traditions. Children particularly enjoy taking part in activities linked to festivities. For example, children imaginatively design and create a dragon from recycled materials to mark the Chinese New Year.

Outcomes for children are good

All children make good progress from their individual starting points. Children develop a positive attitude towards learning. They make independent choices and solve problems as they play. Children are well prepared for the next stage of their learning and their eventual move to school.

Setting details

Unique reference number	204091
Local authority	Essex
Inspection number	871075
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of provider	Brentwood Vineyard Church Pre-school Committee
Date of previous inspection	12 May 2011
Telephone number	01277 375225

K.I.C.K.s Pre-school was registered in 2000 and is run by the Brentwood Vineyard Church Pre-school Committee. The pre-school employs 14 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications. There are three staff with a qualification at level 3, six staff hold a qualification at level 2 and one member of staff has Early Years Professional status. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9.30am until 12.30pm on Monday, from 9.15am until 2.15pm on Tuesday, Wednesday and Thursday and from 9.15am until 12.15pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

