

# KIDS Pre-School Nursery

Delta House Units 4-6, Salterns Lane, Fareham, Hampshire, PO16 0QS



## Inspection date

15 March 2016

Previous inspection date

8 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

- The dedicated senior leaders are exceedingly reflective practitioners, constantly reviewing and addressing practice and organisational issues that may arise.
- Children with disabilities and those with special educational needs are exceptionally well-supported. The needs of all children and their families are kept at the forefront by this dynamic, well qualified and resilient team. They work extremely well together, within this highly inclusive environment.
- Individually suited induction programmes mean that every child receives a start that is tailored to their needs, capabilities and interests, for as long as necessary to ensure they settle well.
- Staff are passionate about the work they do with children. Incisive assessment of children's development enables the provision of focused and challenging activities for each child.
- Staff succeed in supporting children's individual learning styles and needs. As a result, children achieve the skills they need to progress through their individual learning journeys.
- Compassionate and professional partnerships ensure that parents are helped to provide the home environment their children need to make progress.
- Substantial support is provided when children move on to school or other placements. Well-established and productive relationships with involved agencies and local schools make sure that children receive the best possible start.

## What the setting needs to do to improve further

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

- implement the setting's plans to further develop the work with parents, to support and encourage more opportunities for learning at home.

### Inspection activities

- The inspector observed children at play indoors and outdoors.
- The inspector spoke to parents during the inspection and looked at feedback records to consider their views.
- A joint observation was carried out with the senior leader.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the senior leader, staff and children.

### Inspector

Cheryl Walker

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Forward-thinking senior leaders are passionate about the service. They are highly successful in motivating and guiding the well-established staff team. Core team members provide exceptionally good role models to those less experienced. Considerable effort goes into making sure the service meets the needs of its users. Parental views are highly acknowledged within the setting. For example, children's development summaries have recently been improved, following comments raised via parental questionnaires, to make them more visually inviting. The rigorous review of practice and targeted training, based on the needs of the children attending, results in highly effective teaching. Safeguarding is effective. Senior leaders are extremely proactive in managing safeguarding issues and effectively train staff to ensure they have up-to-date knowledge.

### **Quality of teaching, learning and assessment is outstanding**

Consistent strategies across the setting help children to acquire the skills they need to communicate. For example, the use of picture schedules help children that are less able to communicate to understand the routine. Committed staff assist and enable parents to implement and use these strategies at home. Staff are highly skilled in using sign language to enable communication. Children are fully absorbed in exceedingly well-planned focused activities that inspire their imagination and enrich their experiences. Enthusiastic storytelling and skilful use of props, succeed in encouraging all children to become involved in recalling the story. For example, the use of building blocks engages children's interest to work together to build a bridge for the billy goats to walk across. They confidently use their voices when a microphone is introduced, to repeat phrases in the story, employing their sharing and turn-taking skills. Consequently, children become highly motivated to learn and independently adapt the activity to explore their ideas.

### **Personal development, behaviour and welfare are outstanding**

Children flourish in a carefully considered environment that provides them with a safe and stimulating place in which to learn and take risks. Their emotional well-being is highly supported. Strong key person systems ensure that trusting relationships are forged with children and their parents and/or carers. As a result, children develop secure emotional attachments and build close friendships with their peers. This can be seen when staff sit beside them to support their play. They delight in singing songs such as 'row your boat' together, thoroughly enjoying each other's company. They are eager to sing again when staff applaud their achievements. Children learn from the consistent boundaries in place at the setting. Positive behaviour is effectively promoted through strategies such as reward stickers. These are highly appreciated by the children. The promotion of children's independence is extremely well-supported.

### **Outcomes for children are outstanding**

Children succeed because staff have high expectations of them and celebrate their achievements. Careful planning and assessment means that given their starting points, children make excellent progress towards their individual potential.

## Setting details

<b>Unique reference number</b>	110252
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1034924
<b>Type of provision</b>	Full-time 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>	0 - 18
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Kids
<b>Date of previous inspection</b>	8 October 2013
<b>Telephone number</b>	01329 242960

KIDS Pre-school nursery was registered in 1996 and provides a range of services for children including an Early Intervention Service for under two-year-olds and extensive community based services for birth-19 year olds. This includes Outreach, Family Support, Young Carers and Training for other providers. It is run by a registered charity. The centre is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. There are currently 18 children on roll. The nursery is in receipt of funding for free early education for children aged two, three and four years. Opening times are 9am to 4pm on a Tuesday and Wednesday. On Monday, Thursday and Friday it is open from 9am until 1.30pm. The nursery operates term time only, with additional holiday clubs.

The centre provides three types of provision, which includes a nursery for children aged under five years, a holiday play scheme for children aged under eight years and a Saturday fun club for children aged under eight years. Most children who attend have a variety of special educational needs and some have multiple disabilities. Parents, health departments and social services refer children. The nursery is inclusive and children come from a wide range of backgrounds and from a wide geographical area. Some children are transported in by mini-bus with escorts for each child. The early years manager, responsible for the overall organisation of the nursery, holds Early Years Professional Status. A team of eight staff, which includes sessional staff and students, work directly with the children. All staff hold relevant early years qualifications. The nursery incorporates a Highscope approach.

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