

## Inspection date

10 May 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are settled, secure and motivated to learn. Staff skilfully follow children's interests to provide them with an exciting range of adult-led and freely chosen learning opportunities.
- Children's communication and language development is good. Staff encourage all children, including those who have special educational needs or disability to express themselves fully through activities that promote their speech and language skills.
- Staff promote children's personal, social and emotional development effectively. Children rapidly gain valuable skills that support them to be independent and capable of managing their own care needs.
- Partnerships with parents are well established. Staff share information with parents about the activities and routines that their children take part in. The effective two-way communication systems and sharing of information, help staff meet children's individual needs well.
- Managers review the quality of the provision effectively and closely monitor children's progress. They welcome feedback from staff, parents and children to identify areas for development, and to work on continuously improving their service.

### It is not yet outstanding because:

- Occasionally, staff miss spontaneous opportunities to promote children's next steps during their self-chosen play.
- Arrangements to support staff are not always fully effective in ensuring that their knowledge is updated at the earliest possible opportunity.

## What the setting needs to do to improve further

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

- strengthen staff's skills to support children to achieve their next steps in learning and further improve outcomes for them
- strengthen the focus on promoting the continued professional development of staff to keep their knowledge as up to date as possible.

### 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 manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the managers.
- The inspector looked at self-evaluation, evidence of suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Joanne Barnett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding and child protection policies are implemented well. Staff have a clear understanding of the importance of keeping children safe. They know the procedures to follow should they have any concerns about a child's well-being. Managers ensure that the learning programme provides a broad range of interesting and challenging experiences that helps children to make good progress. Staff form strong partnerships with parents and other professionals involved in supporting children's learning and development. Parents' views are respected and staff welcome their positive contributions, in order to help them understand children's abilities and interests when they first start. Additional funding is used effectively to help narrow any gaps in achievement for all children.

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

The quality of teaching is consistently strong. Children are given lots of opportunities to develop in all areas of learning. Staff extend children's learning skilfully as they introduce simple mathematical concepts of shape and size. For example, during a painting activity, staff encourage children to talk about colour, texture and size. As a result, children enhance their early mathematical and language skills. Outdoors, children clearly enjoy using a varied range of resources that supports their development across all areas of learning. Staff listen to children's views and ideas attentively, following these through whenever possible. Children demonstrate good concentration skills. Staff review the provision regularly and plan challenging activities for the children according to their individual learning needs.

### Personal development, behaviour and welfare are good

Children share warm relationships with the approachable and friendly staff, who know them well. The successful key-person system helps children to form secure attachments. Staff praise children for their efforts and achievements, and successfully support them to manage their own feelings and behaviour. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play. They are offered a range of nutritious snacks and are actively encouraged to gain independence by pouring their own drinks.

### Outcomes for children are good

Children make good progress from their starting points, including those who receive funded early education. Children's communication skills are developing well. They join in with discussions, explain what they are doing and offer suggestions to problems when playing with wet sand in the garden. Children are happy and make purposeful decisions about their play. Overall, children are well prepared for their next stage of development and for their move on to school.

## Setting details

<b>Unique reference number</b>	EY477219
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	975702
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Kids Kollege Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07917 606041

Kids Kollege was registered in 2014. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from Tuesday to Friday term time only. Sessions are from 9am until 3.30pm on a Tuesday and Friday, and 9.15am to 12.15pm on a Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability.

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