

Royal Gate Kids Pre School



Royal Gate Pre School, 39 London Road, Barking, Essex, IG11 8AL

Inspection date	27 June 2016
Previous inspection date	26 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders are well organised. There is a strong team who works together effectively to provide for children's individual needs. Children make good progress in their learning and development.
- Staff use their ongoing observations to plan for children's learning. They base their plans on meeting children's interests and abilities. Children confidently choose from a range of activities and resources.
- Staff maintain strong partnerships with other settings that children will transfer to, in order to promote continuity for their progress and welfare.
- Partnerships with parents are strong. Staff fully involve them in their children's learning and development, using a range of ways to share the progress their children make.
- Leaders use effective methods to evaluate the provision and identify areas to improve. They value the views of parents, children and outside professionals to reflect on the service and build an appropriate action plan for future development.

It is not yet outstanding because:

- Staff do not always provide children with enough opportunities to extend their understanding of mathematical language and concepts to support their future learning.
- Children have fewer opportunities to challenge their physical development, particularly their larger muscle groups, to extend their growing skills as effectively as possible.

What the setting needs to do to improve further

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

- strengthen the programme for mathematics, particularly to challenge and extend children's understanding of shapes, measurement and capacity
- explore more ways to challenge children's physical skills to support the development of their large muscles.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with nursery manager. She looked at relevant documentation, including risk assessments and children's learning journals.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector discussed the manager's procedure for self-evaluation and viewed the suitability of staff.

Inspector

Phyllis Cooper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained in all aspects of child protection and know the action to take if they have concerns about a child's welfare. Recruitment processes, inductions and regular staff supervision are used effectively to support good safeguarding practice. Staff keep up to date with current changes and extend their professional development to enable better outcomes for children. The manager has successfully addressed the actions and recommendations from the last inspection. For example, she has increased the range of books available to children, provided them with daily outdoor activities and ensured they have more opportunities to practise their emerging writing skills.

Quality of teaching, learning and assessment is good

Staff make detailed and evaluative observations of children's achievements and plan for their next steps in learning. Leaders oversee all planning and monitor children's progress effectively. This ensures any gaps in learning are identified and quickly closed. Staff provide stimulating activities and resources which children can choose from independently. They join in children's play and encourage communication and language development well. For example, staff use signs and gestures to increase children's understanding, encourage them to join in conversations and help them sing familiar songs. Children enjoy role play, where they show great imagination. For example, they pretend to shop for a variety of foods and cook meals using a range of ingredients.

Personal development, behaviour and welfare are good

Children enjoy a welcoming environment where they form secure emotional attachments. Staff promote children's independence well. For example, children confidently serve themselves at mealtimes, they clear away their plates and help sweep the floor. Children learn the importance of good health and receive nutritious foods. Staff liaise with parents to ensure that children who have packed lunches bring healthy foods. Staff provide a range of opportunities for children to learn about the world around them. For example, children look at dual-language books, celebrate a range of festivals and enjoy daily visits to the local community. Children learn how to keep themselves safe. For example, staff teach them how to use knives and scissors in their play and how to cross the road safely.

Outcomes for children are good

Children are well prepared for their future learning and move to school. They make good progress from their individual starting points. Children listen attentively and concentrate well. They are confident and eager to learn. For example, children listen to stories, take pride in writing their names on their artwork and match sounds to letters. Older children count to double figures and recognise numbers in their play.

Setting details

Unique reference number	EY409822
Local authority	Barking & Dagenham
Inspection number	1028246
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	45
Number of children on roll	71
Name of registered person	Adeshie Gate Kids Limited
Registered person unique reference number	RP535207
Date of previous inspection	26 April 2013
Telephone number	07946236011

Royal Gate Kids Pre School registered in 2010. It is based in Barking, within the London Borough of Barking and Dagenham. The nursery opens Monday to Friday from 8am to 6pm throughout the year and receives funding to provide free early education for children aged two, three and four years. There are 14 members of staff, 10 of whom hold early years qualifications.

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