

# Riverside Kindergarten Pre-school



Horton Kirby & South Darenth Village Hall, Horton Road, Horton, Kirby, DA4 9AX

<b>Inspection date</b>	14 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff and children develop close bonds and secure attachments. Children show they are emotionally secure and settle quickly into the calm, learning environment.
- Staff plan a wide variety of interesting, stimulating activities that keep children interested and motivated to learn. They observe children carefully and make accurate assessments, and all children make good progress from their initial starting points.
- Partnerships with parents are good. Parents are informed regularly about their child's next steps for learning and receive good guidance to support their learning at home. Parents speak highly of the staff team, commenting that they value the advice on home learning, care and support their children receive.
- Staff comprehensively support children with special educational needs or disability and monitor their progress. This helps them to meet children's individual needs and close any gaps in learning quickly.
- Management evaluates practice routinely, using feedback from parents and staff, to identify and develop areas for further improvement.

### It is not yet outstanding because:

- On occasions, staff do not fully encourage children to develop their own skills and carry out tasks for themselves during daily routines and planned activities.

## What the setting needs to do to improve further

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

- make better use of some everyday routines and activities to support children to do things for themselves, to further challenge and extend their learning at all times.

### Inspection activities

- The inspector observed activities and the quality of teaching, both indoors and outdoors.
- The inspector sampled a range of documentation, including children's development records, their self-evaluation form, and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting and completed a joint observation with the manager.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow should they have any concerns about a child's welfare or a member of staff. Staff are vigilant and well deployed, and together with regular risk assessments help to support children's safety. Good recruitment, induction and vetting procedures are in place to help ensure all staff are suitable to work with children. The manager regularly reviews staff practice, the environment and the quality of teaching to arrange suitable training and help maintain good outcomes for children. She monitors children's development regularly to quickly identify any gaps in their learning and to ensure they make good progress. For example, boys were not performing as well as girls in expressive arts. As a result, staff are encouraging boys into the art area and have followed their interests in pirates with costumes and toys to develop their imaginations.

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

Staff regularly observe and assess children as they play. They then plan activities that link to children's individual needs, interests and learning. Staff enjoy talking with the children and support children's mathematical, and communication and language skills well. For example, they introduced new words, such as 'full' and 'half full' to younger children as they played in the water trays and engaged older children in a positive conversation about the house they were building. Staff develop children's early literacy skills effectively as they, for example, teach the older children letters and letter sounds. Staff have good links with the local school and reception teachers visit to meet the children to prepare them for the move to school.

### Personal development, behaviour and welfare are good

Children learn about safety and how to keep themselves safe. For example, children learn to use the trampoline one at a time and drink water particularly in the warm weather. The environment is particularly stimulating, inviting and well-presented. Staff provide children with a wide range of resources to support their own play ideas. For example, staff support physical development effectively and children use the climbing frame and negotiate the balance beam. Young children receive good-quality care and comfort from staff, who give plenty of encouragement and praise to build children's self-esteem and help them to settle. Children behave very well and seek out staff for help when needed.

### Outcomes for children are good

Children gain the skills that prepare them well for school. They are sociable, confident and independent in their play. They master a range of skills before starting school, such as recognising familiar words and numbers, and enjoy reading books with staff discussing the pictures and the story.

## Setting details

<b>Unique reference number</b>	EY478906
<b>Local authority</b>	Kent
<b>Inspection number</b>	981995
<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 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Riverside Kindergarten Limited
<b>Registered person unique reference number</b>	RP533772
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07968 019 759

Riverside Kindergarten Pre-school registered in 2014 and is based in Horton Kirby, Kent. The pre-school receives funding to provide early education for children aged two, three and four years. Staff are able to support children with special educational needs or disability, as well as children who speak English as an additional language. There are 13 staff who work directly with the children, all of whom hold relevant early years qualifications to at least level 2, including one member of staff who has qualified teacher status.

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