

Kids Count Pre-School

Shoreline Church, 9 Mornington Road, Southport, Merseyside, PR9 0TS



Inspection date	13 October 2016
Previous inspection date	12 December 2012

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

- Children settle in to this small, homely setting quickly. They form strong attachments to their key person and each other. Children run up to their friends and hug them as they arrive, encouraging them to join in their play.
- Staff use additional funds well to meet the needs of children who may need extra support. They buy resources to enhance the environment and attend training to extend their knowledge. For example, they have begun to use a language screening programme to gain a deeper understanding of children's developing speech.
- Staff work effectively with a range of other professionals. Children make good progress as a result and are prepared well for the eventual move to school.
- Children's behaviour is good. The staff are kind and caring. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.
- Parents are extremely satisfied with the high quality of care their children receive. They receive regular updates about their children's learning and development. Staff work closely with parents to help them support children's learning at home.

It is not yet outstanding because:

- While overall children make good progress in their learning, planned activities do not always precisely identify what each child needs to learn next.
- Although, staff review their teaching skills they do not monitor their practice frequently enough or identify how they can raise their teaching to an outstanding level.

What the setting needs to do to improve further

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

- identify the precise next steps for each child taking part in planned group activities and promote their learning even further
- review the quality of teaching more frequently and identify what staff need to do to raise their practice to an outstanding 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 completed a joint observation with one of the pre-school managers.
- The inspector had discussions with the pre-school managers/providers at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Valerie Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Both managers have a clear understanding of how to protect children from harm. They attend training and participate in local authority safeguarding audits to ensure they keep their knowledge up to date. Managers have effective procedures in place to make sure staff are suitable, should they need to employ any. A wealth of experience, additional qualifications and ongoing training helps both managers to evaluate their strengths and areas for development. For example, they have had recent training in mathematics and participated in a Language Champions scheme. This has had a positive impact on children's learning. However, the observations they make of each other's teaching are infrequent. While teaching is good overall they have not identified changes to raise teaching to an outstanding level.

Quality of teaching, learning and assessment is good

Staff plan interesting, seasonal activities to help children to learn about the world around them. Staff understand how children learn. They provide a stimulating environment indoors and out, allowing children to make choices and be active in their learning. Children enthusiastically participate in a range of activities to support their language development. They delight in hearing familiar stories and respond enthusiastically as staff support the story with props. Staff use technology well to help children learn the sounds of different letters. Children have a good understanding of numbers and shapes and enjoy pretending to write. Staff are natural teachers. For example, they extend children's learning by adding new words to conversations during routine times, such as snack. However, on occasion, planned activities lack precision and what each child needs to learn next is not always clearly identified.

Personal development, behaviour and welfare are good

Strong key-person relationships are in place. Staff know each child and their family circumstances extremely well. They work in partnership with health professionals to effectively support individual children. Children are active and enthusiastic learners. They have opportunities to revisit favourite resources and staff offer ideas to extend play. Children become absorbed and focused as a result. Children enjoy being physically active, they learn to balance and jump. Healthy eating is encouraged and parents are given guidelines to help them provide a well-balanced packed lunch. Children learn how to wash their own hands because staff show them how to do it.

Outcomes for children are good

Staff ask parents to contribute their own assessment of what children can do when children join the pre-school. Children make good progress in their learning from their starting points. They are confident and full of fun, enjoying small group times and the freedom to explore their own interests. Parents say their children have made very good progress because staff go above and beyond to make sure their needs are met. Children make good friendships and are learning to listen and share, helping them prepare for school, when the time comes.

Setting details

Unique reference number	EY447331
Local authority	Sefton
Inspection number	1060251
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	9
Name of registered person	Karen Hughes and Jenny Tasker Partnership
Registered person unique reference number	RP902572
Date of previous inspection	12 December 2012
Telephone number	07779617440

Kids Count Pre-School was registered in 2012. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 4. The pre-school operates during term time only. Sessions are available Monday to Friday from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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