

# Kidmore End Pre-School

Parish Rooms, Wood Lane, Kidmore End, Reading, Berkshire, RG4 9BB



## Inspection date

10 May 2017

Previous inspection date

18 June 2015

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

- The manager steadfastly pursues the highest standards of service across every area of the provision. She evaluates practice and drives improvements year after year to give children a secure and successful basis for all future learning.
- Attentive staff enhance children's enthusiasm for learning through good quality interactions and skilful teaching. Children thoroughly enjoy creating 'healthy meals' in the mud kitchen and pedalling off on imaginary trips to London. They delight in learning outdoors as, for instance, they pretend to be divers examining the diversity of sea creatures in their outdoor water play.
- Staff work particularly well with teachers from the local primary school to prepare all children for their moves to any school. Children know what to expect and that they can rise to new challenges in new places. They are socially, emotionally and academically well prepared for schools.
- Children are imaginative in their story making. They learn to negotiate and resolve minor differences as they develop their ideas or agree rules for their play. Overall, children make good or better outcomes in their learning and development.

### It is not yet outstanding because:

- At times, staff do not use or share information from their assessments precisely enough to implement timely interventions or challenge the highest achievers.
- Staff are not highly effective in engaging all parents in their children's learning.

## What the setting needs to do to improve further

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

- support staff to use assessments and monitoring more precisely, to help all children make the highest levels of progress possible
- strengthen partnerships with parents to agree and implement interventions consistently.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the business manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff follow clear policies, procedures and daily practices to keep children safe as they play and learn. She recruits carefully and checks that all staff know how to identify and respond to any concerns about children's welfare or protection. The manager successfully guides and develops the skills of staff who are already capable, experienced and very caring. For example, she searches out workshops and websites that inspire staff with new ideas for higher quality teaching. The manager is very professional in all that she does. She pursues innovative ways to extend her own knowledge and skills to raise the quality of the provision even further.

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

Staff make good observations of children's achievements and they know every child well. This helps them to plan a wide range of thought-provoking activities and deliver them very effectively. For example, staff immerse children in familiar phrases spoken in French as they share a 'French breakfast' together. Children quickly transfer their understanding of language from everyday routines, such as handwashing or spreading butter, from English into French. They learn to count and follow instructions, and they remember and use simple phrases in French. Staff provide plentiful opportunities for children to gain confidence in voicing their ideas and practise speaking in a small group.

### Personal development, behaviour and welfare are good

Sensitive, observant and responsive staff quickly settle new children into the pre-school. They work effectively with other local providers, such as childminders, nurseries and schools, to prepare children well for significant changes in their lives. Staff strengthen children's understanding of their place in the community. For instance, they join children's activities at the local church and in the village. Staff show children how to care for each other and their environment. Children develop a sense of belonging and take increasing responsibility for their actions. Staff broaden children's understanding of diversity in the world. For example, children enjoy building homes out of cardboard boxes and think about the difficulties for children who do not access running water.

### Outcomes for children are good

Children listen well. They follow complex instructions and gain confidence in answering questions. Children enjoy expressing their joy through songs and dancing. They develop their coordination and control of movements, and learn to follow a rhythm and keep together. Over time, all children make good or better levels of progress in their learning from their starting points. Children take increasing levels of responsibility for managing their needs independently, such as finding sun hats and changing for games.

## Setting details

<b>Unique reference number</b>	133696
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089477
<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 - 4
<b>Total number of places</b>	14
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Kidmore End Pre-School Committee
<b>Registered person unique reference number</b>	RP518061
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	0779 6666713

Kidmore End Pre-School registered in 1993. It operates from the Parish Rooms in Kidmore End near Reading, Oxfordshire. The pre-school currently opens on Mondays to Thursdays from 9am to 3pm, during school term times. The pre-school receives funding for the provision of free early education for children aged three and four. There are five staff working with the children, four of whom hold appropriate qualifications at level 2 to level 4. The committee also employ a business manager.

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