

# Kings Pre School Tots

Kings Head Lane Pavilion, Kings Head Lane, Byfleet, Surrey, KT14 7AT



<b>Inspection date</b>	13 July 2017
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

- Children play in a welcoming and engaging environment. Staff plan and deliver a broad range of enjoyable activities and children are eager to join in. Children make good progress from their starting points.
- Staff are attentive to children's needs and help them form a strong attachment to their key person. They help children settle quickly and feel secure
- Children are confident and motivated to learn. They develop good language and communication skills. All children, including those who speak English as an additional language, become confident communicators
- Partnerships with parents are effective. Parents are fully involved in their children's learning and development. They say that the staff know their children extremely well and children are happy to go to pre-school.
- Management is strong and there is a clear motivation to continually develop the pre-school. It reflects upon how well children are achieving and takes account of the views of parents when making improvements to the provision. For example, staff are currently working on plans to improve the outdoor environment

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend challenges for older and most-able children, to encourage further learning and help them make the best progress possible.
- Opportunities for children to take part in activities that offer greater physical challenge, to promote their coordination and agility, are limited.

## What the setting needs to do to improve further

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

- extend the challenges to older and most-able children, to help engage them more and to extend their learning even further
- offer more regular opportunities for children to experience physically challenging activities to develop their climbing skills and ability to negotiate space.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed its impact on children's learning.
- The inspector held a meeting with the manager and deputy manager, and held discussions with the rest of the staff team. She also spoke to children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manger.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments and self-evaluation, and checked evidence of staff's qualifications and suitability.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Joanne Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and all staff have a strong understanding of their responsibility to keep children safe and of the procedures to follow should they have a concern about a child's well-being. They ensure that the safeguarding policy and procedures are thorough and are updated regularly to help underpin their knowledge. The manager and staff undertake regular risk assessments to identify and minimise any hazards and they supervise children well. There are effective systems for recruiting staff, thorough induction processes and regular monitoring to support staff. The manager ensures that staff remain skilled and knowledgeable. For example, staff have access to regular training to support their ongoing professional development.

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

Staff gain a good understanding of the children's needs. They make accurate observations and assessments of children's development. This helps staff to plan activities, which they tailor towards children's individual learning needs. They work closely with parents to get a good insight into what children can already do when they start at pre-school. For example, they learn about children's likes, interests and development to help them to plan for their next steps in learning. Children spend their time purposefully engaged in activities. They move around the environment freely and make independent choices. For example, children enjoy painting and there are good opportunities for them to look at books or listen to staff read. Staff work well with other professionals to devise individual educational programmes to target areas of learning and to meet the needs of children who have special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Children are happy and settle well into the pre-school. Relationships between staff, children and parents are good. Children develop high levels of confidence and self-esteem through the praise they receive for their achievements. Staff enthusiastically engage with children at their level. They support them well to develop important social skills, such as sharing and taking turns. Children play together cooperatively and their behaviour is good. Staff ensure children develop healthy eating habits and lifestyles. For example, they provide healthy snacks and ensure children have opportunities to be active.

### Outcomes for children are good

All children make good progress, including those who have special educational needs and/or disabilities. They are confident, motivated and enjoy their learning. Children acquire key skills that will support them with the next stage in their learning and the eventual move on to school. For example, young children spend periods at their chosen activities alongside the reassuring support of staff. Older children are confident to try new experiences. They listen well and show determination to achieve.

## Setting details

<b>Unique reference number</b>	EY487457
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1008455
<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 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Kerry Jane McGuirk
<b>Registered person unique reference number</b>	RP515332
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01932349491

Kings Pre School Tots registered in 2015. The pre-school operates during term time only, from 9am and 3.15pm on Monday to Thursday, and from 9am to midday on Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff, five of whom have an appropriate early years qualification.

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