

# Kids Rule Pre-School

Pilot Hotel, Rollason Road, Coventry, CV6 4AN



<b>Inspection date</b>	20 October 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

- Staff observe and assess children's progress effectively. They base planning for children's future learning on a good knowledge of each child's stage of development. Children make good progress.
- Staff work effectively with parents and other early years professionals to ensure that children receive any additional support that they may need.
- A successful key-person system helps to support good communication with parents and aids children in building good relationships with staff and other children.
- Staff foster children's communication and language development effectively. Children who speak English as an additional language are supported well as they develop speaking skills in their home languages and learn to speak English.
- Staff support children's exploration and experimentation with different textures and materials. Children confidently choose and select resources for themselves.
- The provider ensures that staff keep their knowledge about early years issues up to date through proactive research and training.

### It is not yet outstanding because:

- At times, staff do not fully consider the differing levels of ability and concentration of children who take part in some adult-led activities.
- Staff do not consistently support children in counting and comparing quantities and developing mathematical language while they play.

## What the setting needs to do to improve further

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

- take more account of the differing levels of ability and concentration of children taking part in adult-led activities
- extend support for children to count and compare quantities while they play, and to increase their mathematical language.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed joint observations with the provider, who is also the manager of the provision, and discussed teaching methods with her.
- The inspector held meetings with the provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector took account of parents' views, through verbal and written communication.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff complete training and are aware of indicators of child abuse and neglect. They are aware of the signs of children being drawn into situations that may put them at risk of significant harm. Staff know the local referral procedures to follow if they are concerned about a child. The premises are safe and secure. Procedures for recruitment, selection and induction are thorough. Supervision of staff is effective in providing guidance and training to further improve practice. The provider seeks feedback about the provision from parents and consults with staff to decide upon priorities for improvement. The provider ensures that the range of resources available to children is extensive.

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

Staff use their observations and assessments, alongside information from parents, to challenge children successfully so that they make good progress. Children are proud of a bus they have created with cardboard boxes and paint. While they sit inside the bus pretending to be passengers, they choose favourite books and ask staff to read them a story. Staff support children's language development well. For example, they model clear pronunciation, encourage young children to join in with simple repetitive songs and play games that support listening skills and following simple instructions. Children engage in imaginative role play. Older children pretend to be hairdressers and younger children repeat what is familiar to them while playing with domestic play toys.

### Personal development, behaviour and welfare are good

Staff create a stimulating and welcoming environment. A gradual settling-in period helps children to feel emotionally secure. Children behave well and play cooperatively. They learn to share and take turns. Staff praise children's efforts, achievements and positive behaviour, helping to boost their self-confidence. Children are physically active and eat healthy snacks. They learn good personal hygiene practices and develop an understanding of dangers and how to keep themselves safe. For example, children learn that the reason for picking up toys periodically is because they might trip over on them. Children gain an awareness of families and traditions beyond their own experiences.

### Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children learn to manage their self-care needs and clothing, such as coats and boots independently. They express themselves confidently and form friendships with their peers. Children make marks in different ways and older children's pencil control is developing well. They are learning the link between written letters and sounds, and that written numbers represent quantities.

## Setting details

<b>Unique reference number</b>	EY494187
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1026141
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Karen Tracey Lissaman
<b>Registered person unique reference number</b>	RP515753
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07599951652

Kids Rule Pre-School registered in 2013. The pre-school employs five members of staff. The provider holds an early years qualification at level 5, three staff are qualified at level 3 and one unqualified staff member is working towards a qualification at level 2. The pre-school opens term time only, Monday to Friday, from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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