

Kingswood Pre-School

Clay Hill Road, Basildon, Essex, SS16 5AD



Inspection date	30 November 2017
Previous inspection date	4 April 2014

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 and staff team provide a welcoming environment. The ongoing process of self-evaluation with well-targeted action plans are effective in maintaining good standards of care and learning.
- Children arrive confidently at the start of the session and greet staff eagerly. Staff know the children well and develop caring and respectful relationships with them.
- Staff support the children's continuing development by observing them as they play and by planning effectively for the next steps in their learning.
- Children develop good communication skills, including those who speak English as an additional language. They engage in friendly conversations with staff and visitors.
- Children behave well and play harmoniously. Staff are good role models. They speak to children in a calm and respectful manner. Children form close friendship groups and show care, kindness and consideration to one another.
- Staff have developed effective partnerships with local primary schools. Information is shared to help ensure children have a positive move on to full-time education.

It is not yet outstanding because:

- Although partnerships with parents are good, staff do not consistently support parents to share what they know their child can already do when they first start.
- Children do not always have enough opportunities to learn about diversity and people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the pre-school
- extend opportunities for children to understand and embrace similarities and differences in people within their community and beyond.

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 carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and safeguarding policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The manager supervises staff very effectively. Secure recruitment and induction systems are in place and the staff's ongoing suitability is regularly checked. Staff are eager to continue to strengthen their teaching skills and build on the level of their qualifications. They confidently try out new ideas gained through training to benefit children's care and learning. Improved systems of observation, assessment and tracking enable the manager and staff to quickly identify and address any gaps in learning, for individuals and different groups of children. The arrangements for safeguarding are effective. The manager ensures that staff keep their safeguarding knowledge up to date. All staff have a clear understanding of how to recognise when a child's welfare is at risk and know the appropriate action to take. Staff are also vigilant about security and check the premises frequently to minimise any risks to children's safety.

Quality of teaching, learning and assessment is good

Children participate in a good variety of experiences that engages their interests and natural curiosity as learners. They are very creative and imaginative. Children play cooperatively as they share their ideas with friends during role-play games. Staff skilfully know when to step back and allow children to play without interruption. This means children become fully engrossed and take the lead in their learning. Staff also use spontaneous events, such as changes in the weather, to help promote conversations and expressive language. Staff work closely with parents and other professionals to make sure children who have special educational needs and/or disabilities receive the support they need to close any gaps in learning. Staff also use additional funding effectively to help provide extra resources to benefit children's individual learning and development.

Personal development, behaviour and welfare are good

Staff promote children's physical development well. Children learn to put on their own coats and they take part in a variety of energetic games outdoors. They eat nutritious meals and help to prepare healthy snacks. They talk about the food that is good for them. Staff work closely with parents to help children master toilet training and develop further independence in their self-care. Staff work hard to overcome constraints regarding the premises. A wide range of good-quality resources and interesting activities is available to support children's play and learning, indoors and outdoors.

Outcomes for children are good

Children are confident, keen and enthusiastic learners who display a can-do attitude. They receive effective support to help them develop the skills they need for their future learning, including the eventual move on to school. Children enjoy singing songs and number rhymes. They listen to stories and show their understanding as they talk about the characters. They learn about the connection between letters and sounds. Children practise their early writing and develop skills in pencil control. Older children form recognisable letters when they write their names.

Setting details

Unique reference number	EY297879
Local authority	Essex
Inspection number	1087958
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	66
Name of registered person	Lorraine Porter and Vanessa Matthews Partnership
Registered person unique reference number	RP908140
Date of previous inspection	4 April 2014
Telephone number	01268 533 478

Kingswood Pre-school registered in 2004 and is one of four settings run by the same formal partnership. The pre-school employs 11 members of childcare staff. Of these, one member of staff holds early years professional status, one member of staff has an early years qualification at level 4 and seven staff hold a qualification at level 3. The pre-school opens from Monday to Friday, during school term times. Sessions are between 8.40am until 3pm on Monday, Tuesday, Wednesday and Thursday and from 8.40am to 11.40am on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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