

Kings Pre School

Byfleet CP School, Kings Head Lane, West Byfleet, KT14 7AT



Inspection date

6 December 2017

Previous inspection date

30 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 provider, who is also the manager, uses self-evaluation well. She successfully captures the comments and views of staff, parents and children to help identify areas for improvement and change, to continually raise the quality of the pre-school.
- Children quickly build strong attachments to the staff, who are kind and caring. Staff use all information from parents when children first start to help them build on their emotional well-being and settle quickly.
- The manager and the staff have worked well towards the recommendation from the last inspection. Children now have access to an abundance of books that help them explore and find out new facts. For instance, they are learning how their skeleton protects their bodies and muscles help us to move in different directions.
- Partnerships with parents are strong. Parents feel valued and are fully included in their children's development and next steps to help them celebrate their achievements.
- Staff provide a rich learning environment indoors and outdoors. This helps and supports children who prefer to learn in either area to become inquisitive in their play.

It is not yet outstanding because:

- Staff do not always provide a wide range of exciting and interesting resources and opportunities to support and inspire children in their mark making and early literacy skills.
- Occasionally, staff miss opportunities to extend children's learning in their own interests and choices.

What the setting needs to do to improve further

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

- provide children with a wider and more inspiring range of resources and opportunities to fully support them in their mark making and early literacy skills
- use all opportunities to support and extend children's learning in their own interests and choices.

Inspection activities

- The inspector spoke with the manager, the staff and children at appropriate times throughout the inspection.
- The inspector spoke directly with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector conducted a joint observation with the manager and discussed the self-evaluation process and the areas identified for improvement and change.
- The inspector observed the quality of staff teaching and interactions in the indoor and the outdoor environment and the impact these have on children's learning and development.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

The manager has dedicated many years to her role. She has high expectations for her staff and they feel valued and part of a strong team. The manager plans well for their professional development to help them to continually improve their practice. She constantly monitors and observes children to quickly identify any potential gaps in their learning. She has built up good professional relationships with others who care for the children to help provide a joined-up approach to their learning. Safeguarding is effective. Staff are vigilant around the protection of children in their care. They confidently explain how to identify any areas of abuse and how to report any concerns for children's welfare. The manager uses thorough risk assessments and policies to help minimise any harm towards children.

Quality of teaching, learning and assessment is good

Staff precisely plan for children's progress. They make good use of their observation and assessment system to fully support children's learning. Staff help children to explore the early stages of mathematics. For example, they play with dominoes and group them into colours and make patterns by finding the same number of dots. Staff help children to learn about the world around them. For instance, they take part in a community initiative of treasure hunting for secret stones on their walk to pre-school. Staff help children to use their senses and build additional language in their play. For instance, children enjoy talking about patting, rolling and making different shapes with the coloured play dough.

Personal development, behaviour and welfare are good

Children are confident and happy. The key-person system is used well to fully support children's changing needs and requirements. Staff have a good knowledge of children's own interests to help them to continually progress in all areas of their development. The staff are positive role models, using good manners at all times and teaching children about tolerance and patience. Children are learning about keeping themselves active and healthy. For instance, they use the large outdoor area to climb, cycle and make dens. Staff help children to become independent quickly. For instance, staff use good initiative to encourage children to always have a go first before providing help.

Outcomes for children are good

Children make good progress from their starting points. They are learning the necessary skills they require for their future learning or their eventual move on to school. Children listen carefully and follow instructions. For instance, as they fold the paper in various intricate ways to create a snowflake. Children show a real awareness of working and sharing with others. They concentrate well and display a growing determination for completing tasks and solving their own problems. For example, as they try to create rain in the weather role-play area.

Setting details

Unique reference number	EY467462
Local authority	Surrey
Inspection number	1069656
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Kerry Jane McGuirk
Registered person unique reference number	RP515332
Date of previous inspection	30 April 2014
Telephone number	01932345979

Kings Pre School registered in 2013. It is privately owned and operates from a classroom within Byfleet County Primary School, in Byfleet, Woking. The pre-school is open each weekday from 9.15am until 3.15pm, term time only. The pre-school provides an additional breakfast club from 8am to 8.45am each day, and an after-school club from 3.15pm to 5pm from Monday to Thursday only. The pre-school has seven members of staff who work directly with the children. Of these, one staff member holds a level 6 early years qualification, one holds a level 5 qualification and four staff have early years qualifications at level 3. The pre-school receives funding for free early years education for children aged three and four years.

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