

Inspection date	13 March 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager has a secure understanding of her role and responsibilities. She works well with staff to ensure that children have rich and varied learning experiences.
- Staff use the information gained from observations and assessments of children's progress effectively, to help them identify and close any gaps in children's learning. They are good at seeking advice and support from other agencies to support children's individual needs. Overall, children of all ages and abilities make good progress from their starting points.
- Children develop good levels of independence. For example, they take on manageable tasks, such as setting the tables for lunch and clearing away the toys they have used. Children make decisions and lead their play successfully.
- Partnerships with parents are successful. Parents comment positively about the service they and their children receive. They are well-informed about their children's care and learning, which helps to provide a consistent approach to their learning at home.
- Staff carry out daily checks of the premises to minimise risks to children. Their supervision of children is effective.

It is not yet outstanding because:

- The manager has not established targeted development plans for individual staff to help enhance their teaching skills to an outstanding level.
- At times, staff are too quick to give answers and find solutions when children face problems during their play.

What the setting needs to do to improve further

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

- build on staff's professional development, to enhance the quality of teaching to help children make rapid progress in their learning
- support staff to encourage and extend children's thinking and problem-solving skills.

Inspection activities

- The inspector reviewed the setting's self-evaluation and discussed with the manager how she uses this to target improvements. She spoke to staff and interacted with children at appropriate times.
- The inspector spoke to parents and took into account their views.
- The inspector checked documents relating to the suitability and qualifications of staff. She discussed with the manager the setting's safeguarding procedures, risk assessments and assessments of children's progress.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed children's learning.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff attend relevant training to secure their understanding of child protection issues. They know the procedures to follow should they have any concerns about a child's welfare. The manager checks that staff are suitable to work with children. She deploys staff effectively to help keep children safe. The manager seeks, and acts on, the views of parents and other professionals to evaluate the provision effectively. For example, following feedback the manager has reviewed meal routines and extended children's learning experiences. She provides staff with support and guidance to benefit children and their families.

Quality of teaching, learning and assessment is good

Staff support children's learning well. They observe and monitor what children know and can do regularly to plan interesting activities. For example, when staff observed that children enjoyed messy play activities, they increased the range of sensory materials to develop children's curiosity and investigative nature. Children had lots of fun playing with glittery foam, sand and dough using a variety of age-appropriate tools. Staff provide children with many opportunities to practise their early reading and writing. Older children are keen to write their names for different purposes and learn to link letters to the sounds they represent. Staff use simple signing and props successfully to help develop children's language skills. They read stories and sing actions songs, which children enjoy. For example, children jumped up and down enthusiastically as they waved their colourful scarves during a singing session.

Personal development, behaviour and welfare are good

Children develop close relationships with staff, who are kind and gentle with them. They receive lots of praise and rewards for their efforts, which supports their emotional well-being. Staff comfort children who are new to the setting or need additional support effectively. Children benefit greatly from playing outdoors, which supports their social and physical skills. For example, children negotiated space safely as they ran and used large equipment in the garden. Younger and older children showed good concentration as they walked along wooden blocks, practising their balance and coordination. Children are confident. For instance, they demonstrated their agility with delight to their peers and adults, inviting them to 'look at me spinning around'. Others exclaimed, 'We have skates on our boots', and showed ways to move slowly and fast competently.

Outcomes for children are good

Overall, all children, including those who receive funded education, gain the skills they need for their future learning. They behave well and show care for their friends and teachers. For example, older children look after the younger ones and lead them gently into activities. Boys and girls increase their mathematical ideas and awareness of the world around them, for example, through activities and planned outings. They are happy, active and motivated to learn. Children are well prepared for the next stages in their learning, including their move on to school.

Setting details

Unique reference number	EY494549
Local authority	Hounslow
Inspection number	1034249
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	20
Name of registered person	Prime Kids Limited
Registered person unique reference number	RP908041
Date of previous inspection	Not applicable
Telephone number	07557 331224

Prime Kids Ltd registered in 2015 and operates from a church hall in the London Borough of Hounslow. The pre-school is open from 9.15am to 2.15pm on Monday, Tuesday and Thursday during term time only. It employs seven members of staff, including the manager. Of these, one holds an early years qualification at level 6, one holds a qualification at level 4, two hold qualifications at level 3 and one is qualified at level 2. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

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