

Kingdom Preschool

Port Zone, Willingdon Road, Dover, Kent, CT16 2JX



Inspection date

28 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has made positive changes to the systems for assessment and planning but the effects of these are not yet embedded. Staff do not consistently make accurate assessments of children's achievements and use this information to develop next steps in children's learning that will enable them all to make good progress.
- Staff do not always adjust their teaching techniques to support children's learning in some group activities. For example, at times, expectations are too high for some children and they become restless or disinterested.
- Partnerships with other providers, particularly schools, are not strong enough to provide a good exchange of information about the individual children's care and learning.

It has the following strengths

- Children have easy access to stimulating and attractively arranged resources covering all areas of learning.
- Staff are positive role models. They encourage children to understand the routine. For example, they use visual aids to explain changes of activity. Staff help children to behave well, be polite and take turns.
- Staff work well with parents, keeping them fully informed about their children's care and learning. Parents spoke highly of the staff, praising their support when settling their children into the pre-school.
- Caring staff build strong emotional relationships with the children. This helps them to settle quickly and enjoy their time at the pre-school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve the implementation of assessment and planning systems to ensure all children make good progress in their learning and development. 31/03/2018

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

- ensure all children are fully engaged during small-group activities, taking into account their ages, interests and level of understanding
- develop stronger partnerships with other provisions children attend to ensure a more coordinated approach to their care.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the manager, nominated person, members of staff and children at appropriate times during the inspection.
- The inspector and the manager observed and discussed a planned activity. The inspector held meetings with the manager to discuss children's progress, staff supervision, safeguarding and how she evaluates the practice.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a very clear understanding of their role in recognising and reporting concerns to help protect children from harm. They have a secure understanding of wider safeguarding issues, such as the 'Prevent' duty, completing regular risk assessments and evaluating accidents for patterns to keep children safe. The new manager has made many changes to improve practice, for example, completing audits on the environment and improving children's opportunities to develop their speech and language. However, the impact of some of these changes, such as developing the accurate identification of children's next steps in learning, is yet to be seen. The manager has implemented regular supervisory meetings and training for staff to update their knowledge and ensure they are still suitable. However, these are not yet embedded sufficiently to have effectively improved all aspects of teaching and staff practice.

Quality of teaching, learning and assessment requires improvement

The manager and staff have recently improved the systems for observation and assessment but the effects of this are not yet fully embedded. This has made it difficult to review children's development over time and some children have not made good progress from their starting points. Staff are not always assessing and planning effective next steps in children's learning and this has an impact on the activities planned. At times, they are too challenging for all children to extend their learning and enable them to make the best possible progress. The quality of teaching varies. For instance, some staff engage children in good two-way conversations about their interest in dinosaurs, incorporating counting and talking about size, while other staff, although they support children's play, do not readily extend their learning.

Personal development, behaviour and welfare are good

The caring staff dedicate time to getting to know children and their parents from the start. They support children well when they move between the different rooms. Parents praised the support from the staff for developing their children's personal care needs, such as toilet training. Children have good opportunities to develop their physical skills as they, for instance, move crates and pieces of wood indoors and outdoors to make obstacle courses. Children develop a good understanding of other people's similarities and differences within the nursery and in the wider world. For example, they are 'reading' and making resources connected to a story about children living in another country. The manager uses extra funding effectively to support children's individual needs.

Outcomes for children require improvement

Not all children make enough good progress due to inconsistent assessments and planning. However, overall, children develop the skills they need to continue their learning at school. They show curiosity and a keenness to explore. For example, they enjoy discovering 'cause and effect' as they use real hammers, screws and tape measures. Children develop their independence, for example, as they learn to manage their own personal care needs and confidently carry out simple tasks.

Setting details

Unique reference number	EY495022
Local authority	Kent
Inspection number	1034564
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	58
Number of children on roll	86
Name of registered person	Graceworks Ministries
Registered person unique reference number	RP534996
Date of previous inspection	Not applicable
Telephone number	01304 822226

Kingdom Preschool registered in 2015. It is located in Dover, Kent. The pre-school is open 8am to 6pm from Monday to Friday throughout the year, except for two weeks at Christmas. The provider employs 24 members of staff, 12 of whom hold relevant childcare qualifications between level 3 and level 6. This includes one member of staff with a relevant teaching qualification. The provider receives funding to provide free early education for children aged two, three and four years.

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