

Kiln Hill Pre-School Ltd.

The Mitchell Memorial Hall, Kiln Hill, Tweedmouth, Berwick-upon-Tweed, TD15 2EZ



Inspection date	29 March 2018
Previous inspection date	23 February 2015

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 undertakes regular teaching observations to monitor staff's practice. This helps her identify areas for improvement and professional development, ensuring teaching remains consistently good.
- Partnerships with parents are very strong. Parents speak highly of staff and are very appreciative of the support they and their children receive. Good systems keep parents informed of their child's progress. For instance, staff send out regular newsletters and frequently update the social media account for parents.
- Staff are extremely considerate to each other. Consequently, children learn by their good example and they are polite, caring and kind to each other.
- Children develop a good understanding of managing their own hygiene. For example, they independently select tissues, wipe their noses and wash their hands afterwards in the child-friendly mobile sink units.
- Children develop good literacy skills. For instance, they pretend to write each other letters, making marks on the paper to represent words. This effectively helps children learn that print carries meaning.

It is not yet outstanding because:

- Occasionally, during some planned group activities, staff do not always ensure that the younger children remain engaged and interested with their learning.
- The manager does not monitor and review the progress made by different groups of children, to better inform planning and close gaps in learning.

What the setting needs to do to improve further

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

- review and adapt group activities to encourage younger children to remain engaged and interested in their learning
- establish ways to monitor and review the progress made by different groups of children, to quickly identify and address any gaps in their learning.

Inspection activities

- The inspector sampled relevant documentation, including safeguarding policies and procedures, children's learning files, and planning documentation.
- The inspector spoke to the manager, children and staff at appropriate times throughout the inspection and observed staff's interactions with children.
- The inspector spoke to parents on the day of the inspection, and took account of their views.
- The inspector had a tour of the setting, viewed the premises and discussed risk assessment procedures with the manager.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda Hartigan

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the safeguarding and welfare requirements. They regularly update their child protection and safeguarding training, and have a clear understanding of what to do if they have any concerns about a child's welfare. Safeguarding is effective. The manager and staff develop good relationships with other settings. For instance, to share good practice and training events with other settings, to further enhance staff's teaching skills. Good induction processes help new staff feel supported, and ensures they have a good understanding of their roles and responsibilities. Regular self-evaluation enables the manager to identify areas for development, such as further enhancing the outdoor area, to make the physical learning environment more engaging for children.

Quality of teaching, learning and assessment is good

The manager and staff make effective use of the information they gather when children first start at the pre-school, such as planning activities tailored to individual children's needs. Regular observations and assessment of children's abilities enable staff to clearly identify children's next steps in development. This helps all children make good, or better, progress in their development. Children enjoy daily outdoor play, where staff plan exciting activities to help children develop their physical and observational skills. For example, they examine spring bulbs, correctly identifying the roots and flower sections, before skilfully planting them beneath the apple tree.

Personal development, behaviour and welfare are good

The learning environment is warm, welcoming and brightly decorated. Children excitedly enter and greet staff and each other. Visitors receive a warm welcome and children thoroughly enjoy visits from the wider community, such as the local pet shop owner, a worker from the Salvation Army and a company sharing 'bugs and beasties' with the children. Children enjoy listening to their stories and singing songs. For instance, they laugh together and have great fun as they sing 'head, shoulders, knees and toes', faster and faster. This effectively helps promote children's self-confidence and self-esteem during group activities. Staff promote children's personal, social and emotional learning well. For instance, they engage in different charity events. This helps promote their understanding of others in society who are less fortunate than they are. Staff regularly praise the children's efforts, which positively boosts their self-esteem.

Outcomes for children are good

Children confidently explore the learning environment and persevere with their chosen activities. For example, they make green 'dough' cakes, and candles, carefully moulding and manipulating the dough. They concentrate for prolonged periods. Children display good imagination skills. For instance, they confidently use magnifying glasses to examine the pretend spiders and bugs they have placed in among the flower plant tubs. This helps promote good investigational and scientific skills. This further enhances some of the skills children require for future learning, such as their eventual move on to school.

Setting details

Unique reference number	EY359531
Local authority	Northumberland
Inspection number	1093130
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	0 - 8
Total number of places	52
Number of children on roll	45
Name of registered person	Kiln Hill Pre-School Limited
Registered person unique reference number	RP910249
Date of previous inspection	23 February 2015
Telephone number	01289330052

Kiln Hill Pre-School Ltd registered in 2007. There are six members of staff, all of which hold relevant qualifications at level 2 and above. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and from 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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